OBJECT LESSONS FOR THE CRADLE ROLL

FRANCES WELD DANIELSON

Central BAPTIST
THEOLOGICAL SEMINARY
presented by

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KANSAS CITY, KANSAS

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BY

FRANCES WELD DANIELSON

Blackboard Illustrations *by*
D. R. AUGSBURG

Music *by*
GRACE WILBUR CONANT

Everything in a child's surroundings should be interpreted religiously.—*George E. Dawson*

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THE LESSONS AND HOW TO USE THEM

The Cradle Roll might be called the prelude to the Sunday school, as the Home Department is the postlude, for it is composed of candidates for the Sunday school, while the Home Department is for the most part made up of Sunday-school veterans.

The Cradle Roll is variously regarded. In some schools it is simply a waiting-list of babies who will one day be attendants. As such, its scope is limited to a list of names, birthdays and parents' addresses, to keeping in touch with these children through calls, socials, birthday and Christmas remembrances, and to notifying their parents when they may enter the Beginners' Department. Other schools connect the Cradle Roll with the Beginners' Department by encouraging the older members to visit its sessions, by making the entry of a new baby on the roll the occasion of an appropriate exercise on its program, and by urging the parents to contribute money in the name of the children. Still other schools consider the prime object of the Cradle Roll interesting mothers of young children in their religious welfare, and occasionally the emphasis is placed upon winning the parents to the church through the interest shown in their children.

Whatever the attitude of the individual school toward the Cradle Roll, however, there seems never to have been any scheme of practical religious education especially adapted to the oldest of these little children. Those that attend Sunday school gather what they can from the instruction of the Beginners' Department, or, when their number warrants, they are taken apart for a simplified lesson, or for so-called "busy work." At home they hear an occasional Bible story and are frequently taught an evening prayer and the rudiments of obedience, kindness and the like, in a more or less desultory fashion.

The following series of lessons is an attempt to give a year's definite religious nurture preparatory to that of the Beginners' Department, helping the child to trace his daily benefits back to the

heavenly Father, and to show God's care behind everything. The lessons are a combination of conversations and stories, very short and simple, increasing somewhat in length and range as they proceed. The idea is to "interpret religiously" the things that are most prominent in the little child's world — his food, his clothes, his home, his pets, his friends, and to touch upon his relation to the people and animals which serve him.

The lessons may be used at home, with a single child, or a number of neighborhood children, and it should be one of the duties of the Cradle Roll superintendent to introduce them to the mothers and explain their use.

They may also be used for a class of Cradle Roll children in Sunday school, and when this is done, the class will meet with the Beginners' Department for the opening and closing moments, and possibly for a part of the circle talk, and afterward be taken in another room or behind a screen for the special lesson. The children should sit in low chairs about a low table, on which the objects needed for teaching will be placed. If this is not possible, their chairs should be close to the teacher, who has near her a small table to hold the objects. There should not be more than six or eight children in a group.

These lessons may prove useful with the small children that are kept in a Sunday-school room while their parents attend church.

The series, including the four lessons for special days, covers fifty-two Sundays. *It may be begun at any time,* in Sunday school, though it would be most natural to start in October or in January. A child at home should begin the series whenever he is three years old. The one topic dependent upon the season is "The World of Outdoors," which may be transposed, if it does not come in the spring, summer or early fall.

A nest of ten blocks accompanies the ten groups of lessons, the pictures on the five sides of each block illustrating the various lessons in the group.

The few objects not easily obtainable by any teacher are put up in a small box, viz.— wool, cotton boll, flax, silkworm cocoon, and stalk of wheat, and may be obtained from the publishers of this book.

This book contains the lessons, worked out in detail both for home and Sunday school, the suggested songs, blackboard illustra-

tions, a few simple prayers for use at home, and a list of helpful books.

It is important that the mother or teacher shall appreciate the informal character of these lessons, and that she shall drop any ideas she may have of a lesson plan or program, realizing that she is simply telling stories and talking to little children, and is at liberty to repeat or continue the conversation and to tell each story more than once.

THE LITTLE CHILD WE TEACH

A SKETCH

He has only three years behind him, yet if you and I look back three years, I venture to say we cannot record as great achievements. Starting life more helpless than any bird or animal, he has gradually become master of the body that at first held him in subjection. He has learned a language, at least sufficiently for practical purposes, without a special teacher or regular lessons. He has become acquainted with the objects and people of his world, a very small part of that you and I live in, to be sure, but a world at first totally unfamiliar.

To look at him, we should hardly suppose that he understands physics, but in these three years he has acquired a working knowledge of several of its laws. He cannot formulate these laws nor can he name many of the qualities of objects that he recognizes, but hard and soft, hot and cold, large and small, heavy and light he has learned to acknowledge as important attributes. He knows that anything difficult to pull from the table will fall with a thud to the floor. He knows that if he crumbs bread into his bowl of milk, it will become soft and moist and easy to eat. He knows that the lead of a pencil will rub off on paper and that his hammer will dent a chair.

Colors are apparent to him although he can name few, if any, as he proves by his ability to separate his red toys from those that are blue. He can also follow a very simple story. When he was first told stories he would interrupt, to tell something that had happened to himself similar to the incidents related, but he is gradually learning to imagine the experiences of others. He even makes up stories himself — quaint little variations of every-day life. For, as Maud Lindsay says, "The very little child loves best the story which mirrors the familiar." He is a dramatist, an actor by nature, or, rather, that finest sort of actor who lives his part. He is a horse, a carpenter, a bird, at will.

And in spite of this remarkable showing, there is nothing of the worn student about this robust, happy, natural little child. How has he managed to learn so much, so well, in so short a time?

At all points knowledge is continually demanding admittance. At eyes, ears, nose, tongue and finger-tips it knocks insistently. If he would, he could not escape it. There is so much to see, to hear, to smell, to taste, to feel, and so many things that can be tested in all five ways; how can he help learning?

Not only does he become acquainted with the world through his senses; he is impelled by them to activity that further educates him. He sees people doing things that he imitates as well as he is able. He tries to pound like his brother, to carry a stick as his father carries his cane, to sweep like the maid. He has come to know his brother and father and the maid better, through doing what they do. He used to see people frown or smile and imitate their expressions without in the least appreciating the underlying causes. Now he understands something of what others feel, and he begins to imitate their feelings as well as their acts. The language he has acquired with such remarkable rapidity is the result of imitating sounds that he has heard.

Much of his progress in knowledge is due to his imagination, and it may be this power of learning through play that makes him such a care-free student. He thinks everything has personal characteristics and speaks of father and mother stars, of poor little flowers that feel lonely because they are not picked, and pebbles that must be cold, left out at night. His information is increased by the great number of questions he asks. He is a veritable interrogation-point, and his curiosity knows no bounds.

His memory is making his experiences count for something. He will not burn his hand a second time, for he remembers the painful sensation. He gains general ideas from comparing things with those he has seen before. He is busily filling up a storehouse of knowledge to draw from. He is a living illustration of the adage, "Practise makes perfect." His physical prowess is the result of indefatigable effort. If anybody had taken the pains to count the number of times he tried to get up alone before he actually could do so, the amount would be surprising. Each word of his vocabulary has been repeated again and again and yet again. His delight

in routine shows its result in things well accomplished that were at first badly bungled.

So he has come to be what he is. And even more interesting than his advance in ability is the transformation in his feeling. With physical and mental strength has come self-confidence. He is not quite as dependent as formerly. He has been a baby; now he is a personality. He is not as amenable but he is more interesting. He is ready to measure his will against yours. Fearful he is still, and will gladly run to you for protection and help. He is affectionate and will frequently lavish his caresses upon you. But he begins to hear the call of individuality, and to assert himself.

It is quite true, as Mr. Kirkpatrick says, that "before three the spirit of the people around the child, the atmosphere of the home, never enter so fully into the child's own nature and become part of it as during this time." Now his circle of acquaintanceship is widening. As the senses come knocking for admission, so people come to the door of his home, and strange to say, the more people he knows the better he comes to know himself.

That the next three years is the golden opportunity for making lasting religious impressions is the opinion of many educators, among whom Mr. Kirkpatrick declares, "This is a time . . . when the child . . . readily acquires religious ideas. To his questions in his search for ultimate sources of power and the highest possibilities of strength, wisdom, etc., he is given the answer 'God.' This idea becomes for him, as in the case of older people, a center for the organization of his thought. His idea of God is likely to be based on his idea of persons. He is the One who possesses all the desirable characteristics of persons that he knows and has heard of, only in a much greater degree. He develops an idea of God not only in his physical, but also in his mental characteristics, and he may come to have an idea of a common consciousness with him similar to that which he has with persons. The thought of what God will think or feel with reference to his actions may take as prominent a place in his mind as the thought of what his parents or companions will think or feel. . . . Rarely does a child in the next period (six to twelve years) show so much interest in fundamental questions of religion and philosophy as in this period."

TOPIC I

THE FOOD WE EAT

It is very nice to think
The world is full of meat and drink,
With little children saying grace
In every Christian kind of place.[1]

—*Robert Louis Stevenson.*

Lesson 1. Bread and Milk

Objects. A small loaf or slice of bread. A dish of flour. A stalk of wheat (if not obtainable, drawing of wheat. See illustration for Lesson 30). Pictures of the little girl eating bread and milk and the cow on Block 1.

Bible Verse. Give us this day our daily bread. — Matthew 6 :11.

(If this lesson is taught at home, it should be preceded by a lunch of bread and milk. The child may talk about the lunch he has just had, how it was prepared and how good it tasted. Show the picture on the block of the little girl eating bread and milk, and in Sunday school follow with conversation similar to the following, which may be prolonged.)

What do you think this little girl is eating? I think it is bread and milk. John, does your mother ever give you bread and milk? Ruth, does your mother give you bread and milk? (Ask each child, as otherwise the lesson will not seem personal.) Sometimes mothers crumb the bread up in the milk for their children. Does your mother? Sometimes the children drink the milk from a cup and eat slices of bread that the mothers cut off. Do you? Have you had any milk to drink today? any bread to eat? (Point to the picture of the little girl on the block.)

[1] From "A Child's Garden of Verses," by permission of Charles Scribner's Sons.

After this little girl had drunk the milk, her mother took her to different animals, to find which one had given her the drink of milk. They walked and they walked till they came to the dog.

The little girl asked, "Dog, did you give me my drink of milk?" and the dog answered, "Bow, wow, wow!"

The mother said, "Do you know what that means?

"Bow, wow, wow
Go ask the cow."

They walked and they walked till they came to the cat.

The little girl asked, "Cat, did you give me my drink of milk?" and the cat answered, "Meow, meow!"

The mother said, "Do you know what that means?

"Meow, meow!
I'm not the cow."

They walked and they walked till they came to the horse.

The little girl asked, "Horse, did you give me my drink of milk?" and the horse answered, "Neigh, neigh, neigh!"

The mother said, "Do you know what that means?

"Neigh, neigh, neigh!
Give the cow some hay."

They walked and they walked till they came to the cow.

The little girl asked, "Cow, did you give me my drink of milk?" and the cow answered, "Moo, moo, moo!"

The mother said, "Do you know what that means?

"Moo, moo, moo!
Milk I give you."

So the little girl gave the cow some hay, for she had found which animal gave her the drink of milk.

Can you find the cow on this block? Have any of you seen a cow? Tell me about it. Let's say what the cow said to the little girl. Shall I tell you the story over again? (Tell exactly as before. If the children say, "Tell it again," do so, when there is time.)

(Show the loaf or slice of bread, and if the children ask for some, give each one a taste.) What is this? (Have the dish of flour hidden under a handkerchief.) John, take up this handkerchief, and see what you find. This white flour is what the

white bread is made of. (Have the stalk of wheat hidden.) Sara, take up this handkerchief and see what you find. This is wheat. Inside these little kernels is packed away the flour that the bread is made of. The wheat grew outdoors.

Now, Somebody thought about drinks of milk for little boys and little girls, when he made the cow, with her good milk, that says — what? Who do you think it was? It was the heavenly Father. And Somebody thought about bread for the children, when he made the wheat grow outdoors. Who was that? The heavenly Father knew children would need bread and milk to eat. We cannot see the heavenly Father, but we can speak to him. (Quietly assume an attitude of devotion.)

Dear heavenly Father, we are glad that you made the cow with her good milk that little children can drink. "Give us this day our daily bread." Amen.

Lesson 2. Eggs

Objects. Those used with the last lesson. A hard-boiled egg. Picture of the hen on Block 1.

(Point to the picture on the block of the little girl eating bread and milk.)

Let's tell together the story about this little girl and the animals. Once there was a little — (girl) and her mother took her to different — (animals) to find which one had given her the — (drink of milk). They walked and they walked till they came to the — (dog). The little girl asked, "Dog — (did you give me my drink of milk)?" (Continue the story in this way. Because of the repetition, the children will be able to join in telling it.)

(Have the block and objects used with the last lesson in prominent places.) Who sees the picture of the cow? What does the cow give us? Have you seen a cow this week? Have you had a drink of milk today? Did you think of Somebody who made the cow? Who? I want Mary to find something children eat. I want John to find the white flour white bread is made of. Maude, can you find something that the flour comes from — something that grows outdoors? Who makes the wheat grow, so the children can have bread to eat? Shall we say our little prayer about bread to the heavenly Father?

Dear heavenly Father, "give us this day our daily bread." Amen.

(If this lesson is taught at home, the new story will be most effective if it is told after the child has eaten an egg, instead of merely examining a hard-boiled egg.)

I have something to show you that most children eat for breakfast or for supper. (Show the egg.) What is it? How does an egg look inside? (Cut it in two.) What pretty yellow and white food this is for children to eat! Do you like eggs, Teddy? Do you, Ruth?

The same little girl our story is about liked eggs. One day her mother took her to different birds, to find which one gave her an egg for breakfast.

They walked and they walked till they came to the owl.

The little girl asked, "Owl, did you give me an egg for breakfast?" and the owl answered, "Tu whit, tu whoo, tu whoo!"

The mother said, "Do you know what that means?

"Tu whit, tu whoo, tu whoo!
I have too much to do."

They walked and they walked till they came to the dove.

The little girl asked, "Dove, did you give me an egg for breakfast?" and the dove answered, "Coo-roo, coo-roo, coo-roo!"

The mother said, "Do you know what that means?

"Coo-roo, coo-roo, coo-roo!
My egg's too small for you."

They walked and they walked till they came to the chickadee.

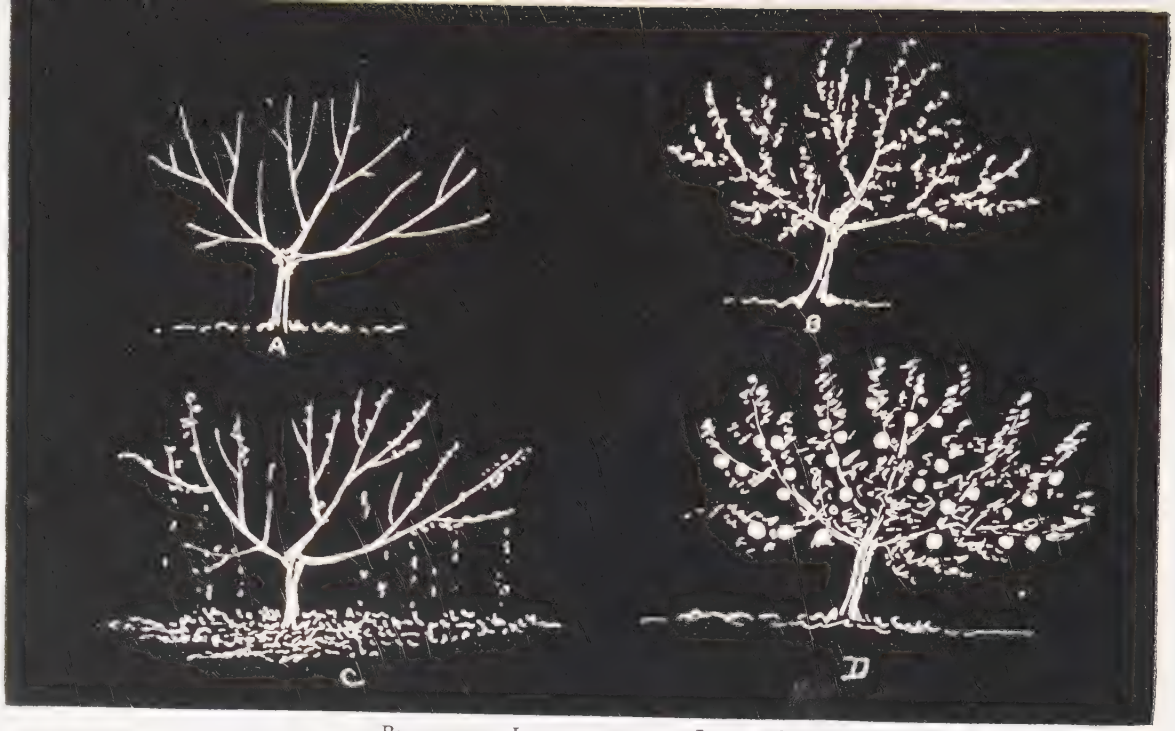
The little girl asked, "Chickadee, did you give me an egg for breakfast?" and the chickadee answered, "Chick-a-dee-dee-dee!"

The mother said, "Do you know what that means?

"Chick-a-dee-dee-dee!
Go to the hen and see."

They walked and they walked till they came to the hen-house. The door was shut.

The little girl called, "Hen, did you give me an egg for breakfast?" and the hen answered, "Cut, cut, cut, cut, cut, cut, cut!"



BLACKBOARD ILLUSTRATION FOR LESSON 3

Apple-tree A. Draw the tree trunk, from the top of it draw with graded lines the three main limbs, and to these add the smaller limbs. Do not add many limbs, only enough to suggest a tree. Take a brown crayon and add touches here and there to suggest color. Use much white chalk and little color. The whole story can be told with white chalk alone, the added color merely giving additional interest, unless too much is added. Time needed, one-half minute.

Apple-tree B. Add to the limbs of tree A the blossoms, with white chalk. Do this with a strong, vigorous stroke or dig with the crayon and use hard pressure. To suggest the pink of the apple blossoms, use a red crayon and give a touch here and there on the white of the blossoms. Use much white and little red. In all of this work use six or eight times more white than color. Time needed, one minute.

Apple-tree C. Erase the limbs of tree B and draw them over as in C. Draw the fallen blossoms with white crayon, using very much the same stroke as when making the blossoms on the tree. Time needed, one-fourth minute.

Apple-tree D. Erase the blossoms on the ground, and with the side of short pieces of white crayon draw the leaves on the tree with light strokes. Then with the green crayon go over the branches, and suggest the leaves. With the white crayon draw the little apples and then color them with a touch of green. For the big apples enlarge the small ones with white crayon and then color them with red. Time needed, one and one-half minutes.

The mother said, "Do you know what that means?

"Cut, cut, cut, cut, cut, cut, cut!
Let me out! The door is shut."

Then the little girl and her mother opened the door of the hen-house. Out came the hen, and in they went. There they found a nest of hay. And right in the middle of the nest was a white egg. The little girl's mother took the egg home to cook for her breakfast next morning. She had brought some corn in her bag. She gave this to the little girl, and she threw it to the hen, to thank her for the egg.

The mother said, "There's Somebody else to thank — Somebody who thought about my little girl's breakfast, when he made the hen that lays eggs."

So the little girl said, "Dear heavenly Father, thank you for the egg for my breakfast."

Shall we thank the heavenly Father for the eggs we have for our breakfasts? (Repeat the little girl's prayer, and ask the children to touch the hen on the block and also the cow.)

I like to think about the hen that gives children — (eggs for breakfast) and the cow that gives children — (drinks of milk).

(Repeat the story, if the children ask to hear it again.)

Lesson 3. Fruit

Objects. Those used with the last lesson. An apple. Two or three other fruits. Picture of the apple on Block 1.

Blackboard. Apple-tree in blossom, leaf and fruit. (See illustration.)

Do you wish to hear the story about the little girl and her egg for breakfast? (Retell the last story as you retold the first one. If the lesson is taught at home, speak of the eggs the child has eaten and possibly of getting them from the hen-house. In Sunday school proceed something as follows, adding to and modifying the conversation, according to the children's responses.)

How many children have had eggs to eat since I saw you? Find the picture of the hen that gives children eggs for breakfast. Did

you think of the hen when you ate the eggs? Did you think of the heavenly Father?

What color is an egg? I have something hidden in my lap that children eat. It is not yellow and white, like an egg. It is the color of Fred's necktie and Charlotte's sash and Ruth's dress. It doesn't feel like an egg. It feels like a ball. Put your hands in my lap and see who can tell what it is by touching it. (This will arouse curiosity and interest.) Yes, it is an apple. I will tell you the story of this apple.

Once there was an apple-tree that looked like this. (Draw roughly and rapidly the trunk and limbs of a tree. See directions with illustration, Apple-tree A.) By and by the apple-tree was covered with pink and white apple blossoms. (See Apple-tree B.) By and by all the little pink and white blossoms fell off. (Draw them falling from the tree. See Apple-tree C.) Then green leaves grew on the apple-tree and this is how it looked. (See Apple-tree D.) By and by there could be seen among the leaves little green apples, that grew where the apple blossoms used to grow. (Draw.) They grew bigger and bigger. (Increase the size.) By and by they changed from green to red. (Indicate.) They were ripe, then, ready for the children to eat. This is one of the apples that grew on that apple-tree. (Cut it open crosswise, and call attention to the attractive coloring and star-like seed cases. Show the apple on the block.)

Do your mothers ever give you apples to eat? baked apples? apple sauce? Apples are really presents from the heavenly Father. He thought about little children and what they would like to eat, when he made apples grow on the apple-tree.

(Hide an orange under a handkerchief.) Feel under this handkerchief and find another fruit the heavenly Father made grow on a tree for the children. Can you tell what it is? How many children ever eat oranges or orange juice? (Show one or two other fruits. Pictures may be used instead, but real fruits are better. Close with a prayer of thanks for the fruits that have been mentioned.)

Lesson 4. Vegetables

Objects. Those used with the last lesson. A raw potato. A baked potato. Two or three other vegetables, if desirable. Picture of the potato on Block 1.

Blackboard. Apples and other fruits. (See illustration.)

Since I saw you, what child has eaten an apple or some apple sauce? (Show the apple you have brought.) Where did this apple grow? What grew first on the apple-tree that were pink and white? By and by what made the apple-tree green? Can any child draw some little green things that were not leaves that grew on the apple-tree? (Even such little children will be capable of making small, round bits of color, which will pass for green apples.)

The apples grew and grew. What child can make these apples bigger? Now I want a child to pick out a crayon the color of the apple I have in my hand. I will show you how these green apples looked when they became red. (Add red.) I want Elsa to pick out a crayon the color of another round, juicy fruit she has eaten. I will draw it. (Do this with other fruits that are mentioned. If the children do not understand how to choose the crayons, draw fruits yourself and let them guess what they are. See illustrations and directions.)

Who thought about the children and made the apples and the oranges grow? (Point to the drawings and name the other fruits.) The heavenly Father thinks about the children very often, doesn't he?

There is something little children eat that is white, but it isn't bread. It isn't cereal. It isn't milk. When you see it on your plate it is white, but it comes wrapped up in a brown skin. Can you tell what it is? (Show the baked potato.) Here is a potato, wrapped up in its brown skin. (Break open.) This is the way a potato looks when you eat it. (Show the raw potato.) This is how it looks when it grows. Find the potato on the block. I have a story to tell you about potatoes.

Once there was a little girl named Ruth. Ruth was visiting her grandmother. Ruth's grandmother had a big garden.

One morning her grandmother said, "Ruth, go out to the garden and find five potatoes for our dinner."

Ruth took a little basket and went out to the garden. She saw corn growing on the corn-stalks. She saw red tomatoes growing on the tomato-plants. She saw yellow pumpkins growing on the pumpkin-vines. But none of the plants of the garden had potatoes growing on their stalks.

So Ruth came back to the house and said, "Grandmother, there are not any potatoes in the garden, so we can't have potatoes for dinner."

Grandmother said, "Look again. The potato plants grow next the corn. They have small, green leaves that are turning yellow."

Ruth went out to the garden again. Sure enough, next the corn were the potato plants, with small, green leaves turning yellow. But no potatoes hung from their stalks.

Ruth came back to the house and said, "Grandmother, there are not any potatoes on the potato plants, so we can't have potatoes for dinner."

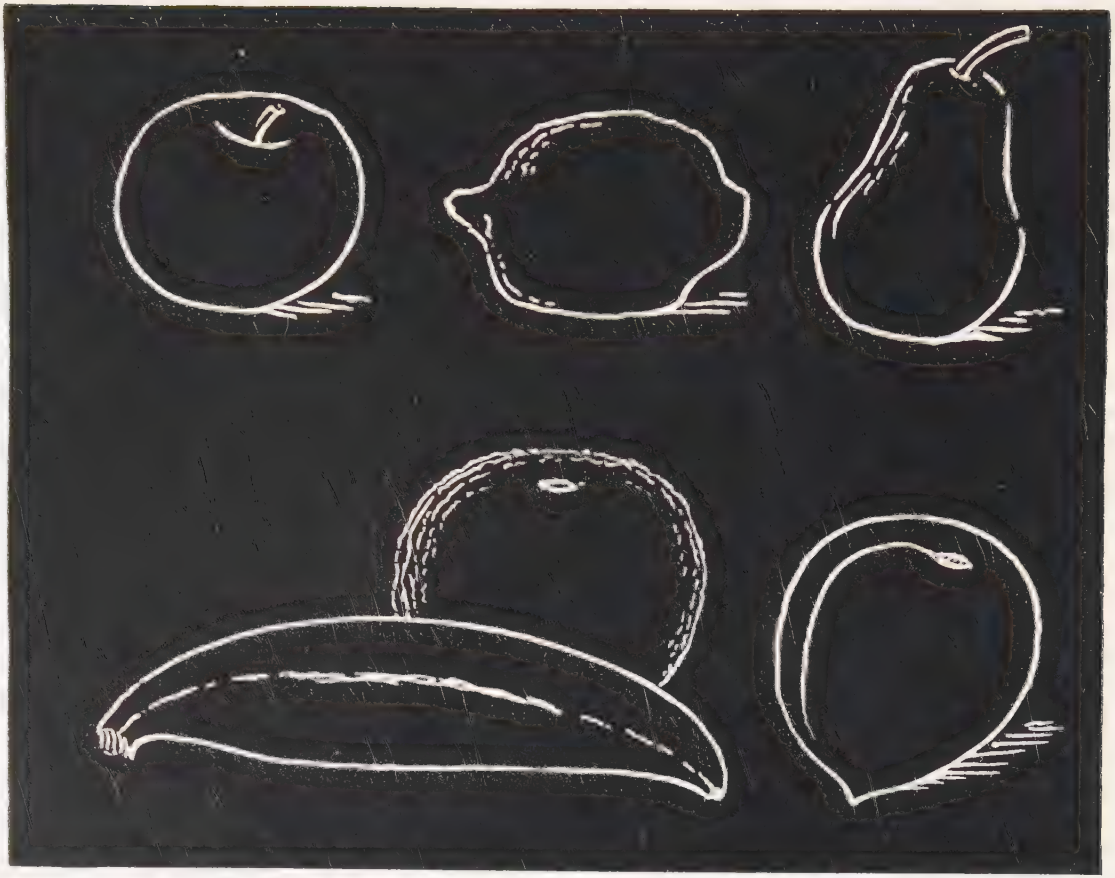
Grandmother said, "The potatoes are hidden. You will have to dig for them," and she gave Ruth a little shovel.

Ruth went out to the garden again. She dug a hole with her little shovel underneath the potato plants. Her shovel hit something hard. She put her hand in the hole. There was a potato. She dug another hole. Her shovel hit something hard. She put her hand in the hole. There was another potato. That made two. She dug another hole. Her shovel hit something hard. She put her hand in the hole. There was another potato. That made three. She dug another hole. Her shovel hit something hard. She put her hand in the hole. There was another potato. That made four. She dug another hole. Her shovel hit something hard. There was another potato. That made five. She put the five potatoes in her little basket and carried them into the house.

"Grandmother," she said, "I found the potatoes hiding underneath the potato plant, just as you said — one, two, three, four, five. Did grandfather know where they were hidden?"

"Yes," grandmother said, "grandfather knew. Somebody else knew, too — the One who planned they should be hidden there, so children could have potatoes for dinner."

"I know," Ruth said. "It was the heavenly Father."



BLACKBOARD ILLUSTRATIONS FOR LESSONS 4 AND 36

Draw the fruits in outline. To color the apple, the pear and the peach, first, use the side of a short piece of white crayon, then add yellow over the white, and a little red may be added for the blush.

Paint the lemon first with white and then with yellow over the white, and paint the orange in the same way, using orange in place of the yellow.

Paint the banana all over with white and then add yellow. The marking on the banana may be made with brown

(Use your discretion about introducing one or two other vegetables. Potato is the principal one little children eat, and it may be best simply to repeat this story. If other vegetables are introduced, mention them slightly, not to confuse the children or lengthen the lesson unduly, and close with a reference to the heavenly Father's thought for the children in making them grow.)

Lesson 5. Review

Object. Block 1.

Song. "Song of the Children's Food." (See Songs in this book.)

Note. Plant flaxseed in a flower-pot, and keep well watered in the sunshine, so that it will blossom for use with Lesson 9.

(Show the block.) Ruth may find me the picture of the little girl eating bread and milk. (Tell the story exactly as before. The children will probably join in with the rhymes.) Find me the picture of the cow — the apple. Play eat bread and milk. Play eat an apple.

Apples red, apples red,
Milk and bread, milk and bread,
Such good food, we children know,
Makes us grow and grow and grow.

Let's say this. Let's say it again. Now I will sing it to you. Perhaps you can sing, too. We'll sing it again.

John may choose another picture for me to tell a story about. (Tell as before, and then refer briefly to the other pictures as the heavenly Father's gifts, and sing the song again several times.) I want to speak to the heavenly Father.

Dear heavenly Father, thank you for milk to drink, and eggs and apples and potatoes, and all good things to eat. "Give us this day our daily bread." Amen.

TOPIC II

THE CLOTHES WE WEAR

If God doth so clothe the grass in the field, which today is, and tomorrow is cast into the oven; how much more shall he clothe you, O ye of little faith? —*The Gospel according to Luke.*

Lesson 6. Wool

Objects. Woolen clothes worn by the children. A bit of wool. A skein of white yarn. Pictures of the sheep and the boy in a woolen coat on Block 2.

Nursery Rhyme. "Baa, baa, black sheep."

Song. "Song of the Children's Food," used last week.

What a nice, warm coat Fred has! I want you all to feel of it. Rub it against your cheeks. Fred will not mind the cold weather, wrapped up in such a thick coat. What other children have warm coats? Something else warm to wear? (The children will speak of stockings, caps, petticoats, etc. Little children delight in detail and repetition, and it is no waste of time to listen to each child's contribution to the subject. It is not enough that John shall mention stockings; Mary's, Ruth's and Sarah's stockings must also be alluded to. A child who is taught alone may be helped to name all his woolen clothes, and to examine those he is not wearing.)

Tell me what the kitty says. Tell me what the dog says. Tell me what the cow says. Tell me what the sheep says. Do you know "Baa, baa, black sheep"? Let's say it.

" 'Baa, baa, black sheep, have you any wool?'
'Yes, sir, yes, sir, three bags full—
One for my master, one for my dame,
And one for the little boy that lives in our lane.' "

Once there was a little boy. Cold weather was coming, and he would soon need a coat. So the little boy's father said, "Come

out with me, and we'll try to find an animal that will give you a coat."

They went to the meadow, where the horse and the cow and the sheep were eating grass.

The little boy said, "Will the horse give me his coat?"

The father said, "The horse needs his coat."

The little boy said, "Will the cow give me her coat?"

The father said, "The cow needs her coat."

The little boy said, "Will the sheep give me his coat?"

The father said, "I think the sheep can spare some of his coat."

The little boy put his hands deep into the sheep's wool. It was very thick. It was very warm. It was very soft. This was a white sheep, so the little boy said,

" 'Baa, baa, white sheep, have you any wool?'
'Yes, sir, yes, sir, three bags full—
One for my master, one for my dame,
And one for the little boy that lives in our lane.' "

Then a man came out with big scissors and cut the sheep's wool, *snip*, *snip*, just as the barber cuts children's hair. This is one little piece. (Show a bit of wool.) The little boy's father said,—

" 'Snip, snip, white sheep, may we cut your wool?'
'Yes, sir, yes, sir, three bags full—
One for my master, one for my dame,
And one for the little boy that lives in our lane.' "

Then the father put the sheep's wool in a bag and took it to a millman and said, "Millman, will you twist the sheep's wool into yarn for my little boy's coat?"

"Yes," said the millman, "I will twist the sheep's wool into yarn for your little boy's coat."

By and by the millman gave the father the yarn, twisted from the sheep's wool. It looked like this. (Show the skein.)

Then the little boy's father took the yarn to the grandmother and said, "Grandmother, will you knit this white yarn into a little boy's coat?"

"Yes," said the grandmother, "I will knit this white yarn into a little boy's coat."

So the sheep's coat became the little boy's coat, and he was warm when cold weather came. (Show a coat.) John's coat and

Fred's coat and Sarah's coat were all made from sheeps' coats, and then colored red and blue and brown. Every time you put on your warm coats or — (name the articles already mentioned by the children), remember that they were once sheeps' coats. Let's say the rhyme.

" 'Baa, baa, white sheep, have you any wool?'
'Yes, sir, yes, sir, three bags full —
One for my master, one for my dame,
And one for the little boy that lives in our lane.' "

Who do you suppose thought about little boys' and girls' clothes? Who gave the sheep such thick coats that they could spare some for children? It was the heavenly Father. He takes care of sheep and children.

Dear heavenly Father, we are glad that you gave the sheep warm coats, and that we can make our warm clothes from their wool. Amen.

(Show the block.) I want somebody to find on this block the picture of the sheep with his coat of wool. Who can touch the little boy with his coat made from the sheep's wool? I want to sing again the song about the bread and milk the heavenly Father gives children.

Lesson 7. Cotton

Objects. Those used with the last lesson. Cotton clothes worn by the children. Cotton boll. Pictures of the cotton boll and the boy on Block 2.

Song. "Song of the Children's Food," sung at the beginning or end of the program.

Which children are wearing clothes made from sheeps' woolen coats? Who can find on the table the yarn that coats and sweaters and stockings are made from? Who can find a piece of wool that yarn is made from? Where did this wool grow? Find the picture of the sheep on the block. Find the picture of the little boy in a warm coat.

Shall we say the rhyme about "Baa, baa, white sheep"? Now I will tell you the story again. (Tell exactly as before.)

What child can play be a sheep? See how he walks. Listen to his "baa, baa!" Who will make believe cut his wool? There! now the sheep can run about better. We will play pick up the pieces of wool and put them in a bag for the little boy's coat.

I will tell you another story about this same little boy. One day the little boy went down South, where the weather is hot, and he needed a thin suit. So the little boy's father said, "Come out with me, and we'll try to find a plant that will give you a suit."

They went to the garden, and the little boy said, "Will the garden flowers give me a suit?"

The father said, "No, the garden flowers have no suit for you."

They went to the woods and the little boy said, "Will the trees give me a suit?"

The father said, "No, the trees will not give you a suit."

They went to a field, and the field was all white. It was not white with snow. It was white with cotton plants, like this. (Show the cotton boll.)

The little boy said, "Will the cotton plants give me a suit?"

The father said, "Yes, the cotton plants will give you a suit."

Then some men came into the field and picked the white cotton in baskets—one piece, and another, and another, and another, till the baskets were filled.

The little boy's father took one of these baskets of cotton to a millman, and said, "Millman, will you make this cotton into cloth for my little boy's suit?"

"Yes," said the millman, "I will make the cotton into cloth for your little boy's suit."

By and by the millman gave the little boy's father some cotton cloth made from the cotton plant. The father took the cotton cloth home to the mother and said, "Mother, will you make this cotton cloth into a suit for our little boy?"

"Yes," said the mother, "I will make this cotton cloth into a little boy's suit."

So the cotton plant became the little boy's suit, and he was cool when hot weather came.

Ruth's dress and Julia's petticoat and Norman's blouse were all made from cotton plants. The heavenly Father thought about Ruth and Julia and Norman, when he made the cotton plants grow. He plans about the children's clothes for hot weather and for cold

weather. (Show the picture of the cotton boll on the block, and call attention to the little boy's cotton suit. Ask the children to close their eyes and tell by feeling the difference between cotton and woolen clothes.)

Lesson 8. Silk

Objects. Those used with the last lesson. Silk hair ribbons, neckties and sashes worn by the children. A branch of a mulberry tree (if not obtainable, cut fac-similes of mulberry leaves from paper and color green). Cocoon of silkworm (if not obtainable, a cocoon similar in appearance). Spool of red silk. Pictures of the silkworm's cocoon and the boy on Block 2.

Note. Plant more flaxseed and keep in the sun, to show first leaves next week.

(Hold up cotton boll.) What child is wearing something made from this? I will tell you again the story of the little boy whose father took him out to find a new suit. (Tell exactly as before, stopping every now and then for the children to complete the sentences.)

The heavenly Father was thinking about the children, when he made the cotton plants. He was thinking about John and Mary and Ernest and — (let the children join you in mentioning their names, that they may get the idea of God's care for each and all. A child at home may name the various members of the family). He knew that children would need thick, woolen clothes and thin clothes. Shall we tell him how glad we are he made the cotton plants?

Dear heavenly Father, we are glad that you made the cotton, so we could have thin clothes. Amen.

(Show the block.) Who can find the sheep with his woolly coat? the white cotton? the little boy's coat? his cotton suit? Let's play pick cotton and put it in baskets — one piece, another, and another, and another, and another, and another, and another. Is your basket full? Mine is. Play empty it out. There's cotton enough for ever so many suits.

Now listen to the story of a baby's bed. Once upon a time there was a baby silkworm. He did not live in a house, like a baby

boy. He did not live in a nest, like a baby bird. If you should guess and guess and guess, I believe you never would guess where this baby silkworm lived. It was on a green leaf, like this. (Show the real or paper leaf.)

I wonder how you would like to live in a house made of bread. What would you do? This leaf was the silkworm's bread. That is just what the baby silkworm did — he began to eat up his house. He would crawl along on his leaf house and eat, and crawl and eat, and crawl and eat. When a little child eats, he grows bigger and stronger, and when the baby silkworm ate, he grew bigger and stronger. As he grew bigger, his leaf house grew smaller, till he had eaten it all up. Then he crawled along to another leaf and began to eat that up.

By and by the silkworm had eaten all he wanted to. He felt like taking a long, long sleep. But he had no bed to sleep in. So he went to work spinning one. What do you suppose a worm would have to make a bed out of? Why, inside his body were threads of silk. That is why he was called a silkworm. He pushed these out, and spun from them a little silk bed. His head went round and round and round. The silk threads went round and round and round. By and by the little silk bed was done, and the silkworm went to sleep. All over the plant other silkworms were spinning other little silk beds and going to sleep. (Show the cocoon. If not a silkworm's cocoon, say this is a little bed something like the silkworm's.)

That same little boy I told you about said to his father, "I want a red necktie."

So the father took him to the tree where the silkworms' little silk beds hung, and he said, "I'll pick you a necktie."

He picked off some of the little silk beds and took them to a millman.

"Millman," he said, "will you make these into silk for my little boy's necktie?"

"Yes," said the millman, "I will make them into silk for your little boy's necktie."

The millman pulled out the threads of the silkworms' little silk beds and colored them red, and wound them on a spool, like this. (Show red silk on a spool). Then he made the silk threads go crisscross, over and under, over and under, till they became a silk

necktie. So the silkworm's bed became the little boy's necktie. (Show a red necktie.)

I see something red on Mary made from silkworms' little silk beds. Yes, her sash. I see something blue on John, made from silkworms' little silk beds. Yes, his necktie. I see something pink on Charlotte. Yes, her pink silk hair ribbon. Some other children have silk ribbons on their hats. (Let a child at home find all the silk ribbons she has.)

How pretty the silk ribbons are to tie up your hair, and to go about your necks, and for sashes! Are you glad that the silkworms spin little silk beds? Whom do you suppose we should thank? Why, the heavenly Father. He planned that sheep should give the children — (coats) and cotton plants should give the children — (suits) and silkworms should give the children — (ribbons). All the children who are glad that the heavenly Father knew we would like pretty ribbons may bow their heads with me and say, "Thank you, heavenly Father."

(Show the block and ask the children to find the picture of a silkworm's little silk bed and the boy's red necktie.)

Lesson 9. Linen

Objects. Those used with the last lesson. Flax. Flaxseed. Flax plants (in two stages, planted as suggested in previous notes). Linen handkerchiefs and other linen clothes worn by the children. Pictures of the flax-plant and the boy on Block 2.

(Show the block.) I want Mary to touch the picture of the silkworms' little silk bed. What did the silkworns live on before they spun their little silk beds? What did they eat? Let's make believe we are silkworms spinning little silk beds. We'll make our heads go this way, and that way, and this way, and that way, and this way, and that way. Now we will put our heads down on the table and go to sleep, as the silkworms did, after their little silk beds were all ready. Shall we do it again? again? What present could these silk beds have for you, John? for you, May? for you, Ruth? Who thought about children's pretty ribbons, when he made the silkworms that can spin silk beds? Let's say, "Thank you, heavenly Father."

I have another story to tell you about this same little boy. (Show the picture on the block.)

One day the little boy said to his father, "I want some new handkerchiefs."

The father said, "We will make you some new handkerchiefs." So the father took some seeds like this (show flaxseed) and hid them away in the ground.

The little boy said, "Those don't look a bit like handkerchiefs, and you've lost them, anyway."

The father said, "Wait and see."

So the little boy waited and waited and waited.

Then one day he saw little green leaves pushing their way up from the ground. They were flax-plants.

The little boy said, "They don't look a bit like handkerchiefs."

The father said, "Wait and see."

This is the way they looked. (Show flax just springing up.)

The little boy waited and waited and waited. The flax-plants grew and grew and grew. Little blue flowers came on them. This is the way they looked. (Show flax-plants in blossom.)

The little boy said, "These don't look a bit like handkerchiefs."

The father said, "Wait and see."

So the little boy waited and waited and waited.

Then the flax-plants grew tall and big, and one day the little boy's father cut them down and laid them in water. Then he took them out and laid them in the hot sunshine. Then he pounded them and scraped out tiny threads like this flax. (Show flax.)

The little boy said, "This doesn't look a bit like handkerchiefs."

The father said, "Wait and see."

So the little boy waited.

Then the little boy's father took the flax to a millman and said, "Millman, will you make this flax into handkerchiefs for my little boy?"

"Yes," said the millman, "I will make the flax into handkerchiefs for your little boy."

So the little boy waited and waited, and one day the millman gave the little boy's father some white handkerchiefs.

So the flax-plant became the little boy's handkerchiefs.

How many of you children have handkerchiefs? They were made from flax-plants. Mildred's coat and Donald's suit and Arthur's hat were all made from flax-plants.

It was the heavenly Father who made the flax-plants grow, and gave them strong threads in their stems. Sheep and cotton plants and flax-plants and silkworms all belong to the heavenly Father, and are all gifts to the children. I love to think about it, don't you? (Show the block and ask the children to pick out the pictures of the flax-plant and the little boy with his handkerchief. Repeat the story.)

Lesson 10. Review

Objects. Those used with the last four lessons.

Song. "Song of the Children's Clothes." (See Songs. To be sung to the children.)

(Under a handkerchief on the table have the piece of wool, the cotton boll, the cocoon and the flax.) Frank, put your hand under this handkerchief and pull out something that is hidden there. Have you any clothes that are made from wool like this (or whatever is brought out)? Let us say the rhyme about it. ("Baa, baa, white sheep.") I have a song to sing you about the children's clothes. (Sing very distinctly.)

Sheep's wool, warm wool, cotton white,
Silkworm's bed and flax-plant bright,
Gifts for you and gifts for me.
Hot or cold, good clothes have we.
Sheep's wool, warm wool, cotton white,
Silkworm's bed and flax-plant bright.

(Carry on the same little game of taking an object from under the handkerchief, and telling what clothes are made from it, and sing the song afterwards, till the four objects have been talked about. Then place the block on the table.)

Who can find the little boy? Who can find the sheep? What did the sheep give the little boy? Who can touch the little boy's coat? Find the white cotton. What did the cotton give the little boy? Touch the little boy's cotton suit. Find the silkworm's

little silk bed. What did the silkworm give the little boy? Touch the little boy's red silk necktie. Find the flax-plant that is on the block. Find the real flax-plant. What did the flax-plant give the little boy? Touch the little boy's handkerchief. (Sing the song again.)

Now I will tell you one of our stories about the little boy. Shall I tell you how the little boy got his coat, or his suit, or his necktie, or his handkerchief? (Tell the story most of the children want exactly as before. Let them join in with phrases often repeated, if they offer to, but do not insist upon this, as it is more important that they shall enjoy the story rather than show that they remember it.)

The heavenly Father thought about giving sheep warm coats that children can use. All those who are using sheeps' coats may stand. The heavenly Father thought about making cotton plants grow that children can use. All those who are wearing cotton clothes may stand. The heavenly Father taught the silkworms to spin little silk beds that can be made into silk ribbons for children. All those who are wearing silk ribbons may stand. The heavenly Father made the flax-plants grow, whose stems can be used to make handkerchiefs and clothes for children. All those who carry handkerchiefs may stand.

Shall we thank the heavenly Father for our clothes? Dear heavenly Father, we children are glad for our warm woolen clothes, and thin cotton clothes, and handkerchiefs and pretty silk ribbons. Amen. (Sing the song again.)

TOPIC III

THE HOUSES WE LIVE IN

For rest and shelter of the night,
* * * * * *
We thank the heavenly Father.
— *M. J. Garland.*

Lesson 11. How They Are Built

Objects. A toy wooden house. Nails. Hammer. Pictures of the wood-chopper and the carpenter on Block 3.

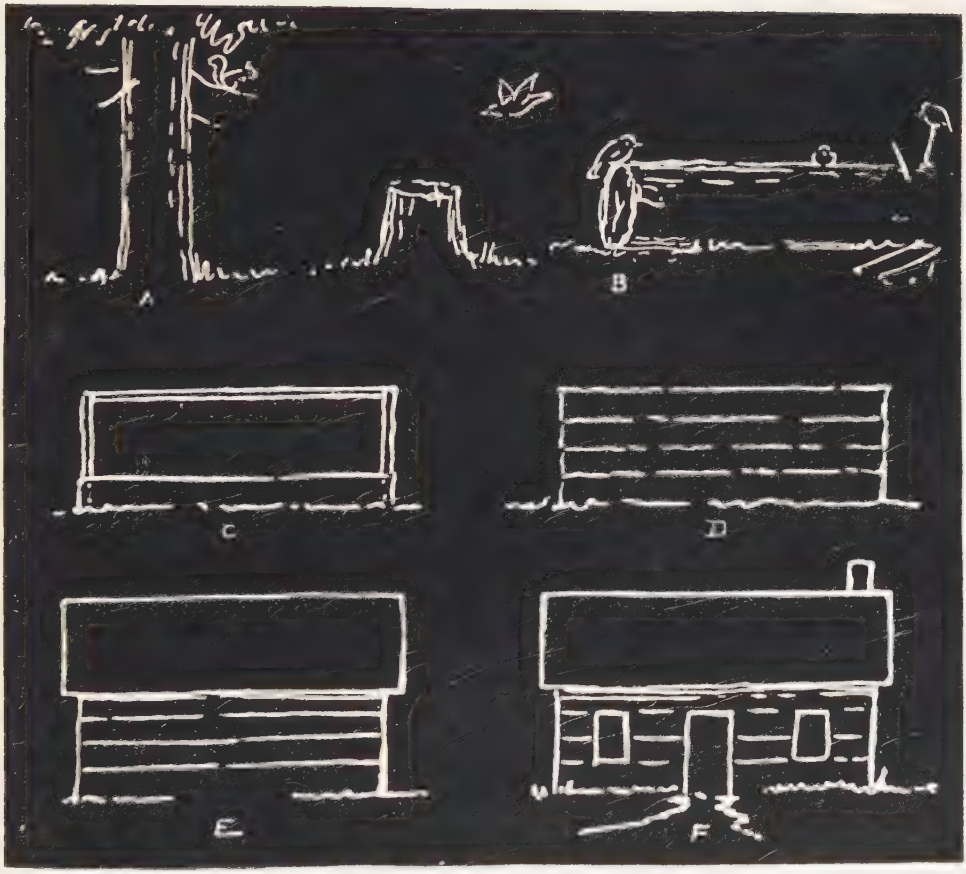
Blackboard. A tree and a house. (See illustration.)

Song. "Song of the Children's Clothes," used with the last lesson, also "Song of the Children's Food."

When you wake up in the morning, where are you? Where is your bed? Where is your bedroom? When you are tired playing outdoors, where do you go? When father is through working, where does he come? When school is over, where do your brothers and sisters come? We all have houses to live in. Little children like to play outdoors when it is warm and pleasant and sunshiny. But when it is cold and you shiver, where do you run? When it rains hard, where do you want to be? When night comes, do you wish to stay outdoors? When the sun is very hot, where do you go?

In snow-time, in rain-time, in hot or cold weather,
At bed-time, and tired-time, we're all home together.

Long, long ago the heavenly Father knew that little children would be tired and cold and sleepy and that they must have houses to live in, so he made something grow. (Draw rapidly, without detail, a tree. See illustration A.) But children don't live in trees,



BLACKBOARD ILLUSTRATIONS FOR LESSONS 11 AND 18

Draw the tree A, then the stump and log B. Leave out the squirrel and birds, if you wish.

C, D, E and F are one drawing. First draw C and add to it in succession the boards of D, then the roof as in E, and then add the door and windows and chimney, as in F. The boards may be made with the side of short pieces of crayon if desired.

do they? No; this is just the beginning of the story about the children's house.

By and by a wood-chopper came along with an axe to chop the tree. *Chop, chop, chop* sounded his axe, and at last down went the tree. (Show the picture on the block. Draw the stump and log. See illustration B.) But little children couldn't live in a tree, even if it was flat on the ground, could they? No; there is more to the story about the children's house.

By and by the tree was taken to a sawmill, and the saw went *b-z-z-z-z-z-z*, and sawed it up into long boards. Children can play on piles of long boards, but they can't live there, can they? No; there is more to the story about the children's house.

The carpenter took the boards and nailed them together with a hammer and nails, like these. (Show also the picture on the block. Draw as in illustration C.) *Rap, tap, tap* sounded his hammer, and the boards were nailed together for the side of the children's house.

But children could not live in a house with only a part of a side, could they? No; there is more to the story about the children's house.

The heavenly Father knew it would take more than one tree to make the children's house, so he had made ever so many trees.

The wood-chopper cut down more trees. *Chop, chop, chop* sounded his axe. Down fell the trees. At the mill the saw went *b-z-z-z-z-z-z* and sawed the trees into long boards. Then the carpenter took these boards and nailed them together. *Rap, tap, tap* sounded his hammer. You may pound one fist on another, and say, *rap, tap, tap*, and each time you say it, I will draw another board. (See illustration D.)

Now the house was all done but the roof. Without a roof the children would get wet. So the carpenter nailed on the roof like this. (Draw E.) He sawed out openings for a door and windows. *B-z-z-z-z-z-z* went his saw and here was a window. (Draw as in F.) *B-z-z-z-z-z-z* went his saw and here was another window. *B-z-z-z-z-z-z* went his saw and here was a door. Doesn't this picture look like a house?

(Show the toy house.) Here is a little house that looks much like your house. It was just this way that your house was made, Grace, and yours, Jean, and yours, Barbara.

If you should want to thank the people who helped make your houses, you would have to say "Thank you" to the carpenter who — (nailed the boards together). You would have to say "Thank you" to the wood-sawyer who sawed — (the trees into boards). You would have to say "Thank you" to the wood-chopper who — (chopped down the trees). And most of all you would have to say "Thank you" to the heavenly Father who — (made the trees grow). The carpenter isn't here to thank, nor the wood-sawyer, nor the wood-chopper. But we can thank the heavenly Father. He can hear us, even if we cannot see him.

Dear heavenly Father, thank you for making trees grow so that we children can have houses to live in. Amen.

Let us sing the song about the clothes of children who live in houses, and the food they eat.

Lesson 12. How They Are Warmed

Objects. A piece of coal. Radiator, register, stove, furnace or fireplace in the room occupied. Wooden blocks. Picture of the chimney and the child warming his hands on Block 3.

I will choose my tallest children to play be trees. Stand as tall as you can and as still as trees. (Choose eight children, if possible. If the lesson is taught at home, the mother and child can pretend to chop imaginary trees, saw them into boards, and nail them together.)

Who will be the wood-chopper and play chop down the trees, so the children can have a house? We will say *chop, chop, chop,* while Donald makes believe chop down the trees. The trees are all chopped down. See them lying on the ground.

Who will play saw them into boards, so the children can have a house? Let's say *b-z-z-z-z-z-z,* while Fred makes believe saw the trees into boards.

Who will play nail the boards together, so the children can have a house? We will say *rap, tap, tap,* while John plays nail the boards together. Join hands for the roof. What tiny child would like to open the door and go into the cunning little house?

To whom do you think you ought to say "Thank you" for it? Say "Thank you, Wood-chopper," to Donald. Say "Thank you,

Wood-sawyer," to Fred. Say "Thank you, Carpenter," to John. Let us sit down and I want you to tell me who it was that made the trees grow, so the children could have a house. Shall we thank the heavenly Father?

Last week I drew a picture of a house. Today we will build one. Here are the sides. Here is the roof. Here is the door. And here are bricks for the bricklayer to build the chimney with. Help me build the chimney with bricks. Here is one brick and on top of that another brick and on top of that another and another. Smoke comes out from our chimneys. This shows that there is a fire inside the house to keep the children warm, and the chimney lets the smoke out. Have you a chimney in your house, John? Have you, Sarah?

Look around the room and see what keeps it so warm. How warm a stove is! When you come in from outdoors with cold hands and feet, don't you love to sit near the stove? Let us open the door and see the coal burning there. It looks bright yellow, doesn't it? Warm things are often yellow — the sun outdoors and the fire in the house. Shut your eyes and when you open them you will see a piece of coal before it has been burned. What color is it? Is it hot?

Long, long, long, long ago the heavenly Father knew that children would need fires to keep them warm, so he hid black coal deep in the ground. It was a secret. Only the heavenly Father knew. And then one day a man was digging, and he dug up some black coal. He burned it and found it made him warm. He had found out the heavenly Father's secret. And now everybody knows the heavenly Father's secret. Miners dig up the coal, and when it is cold we burn some of the black coal that was found hidden away, and it turns bright yellow and makes us warm.

Dear heavenly Father, we are glad you thought about keeping us warm and hid away the coal for us. Amen.

(Show the pictures on the block. When the means of heat is a furnace, if possible visit it, if not, describe the coal burning in it as the source of the heat from radiator or register. Sing " Song of the Children's Clothes.")

Lesson 13. How They Are Furnished

Objects. Those used with the last lesson. Furnishings of the room occupied. Picture of the child in a chair on Block 3.

I have hidden on my table a piece of something the heavenly Father hid in the ground long ago, to have all ready when children should be cold. Who can find my piece of coal? What color is it when it is burning? Show me how you shiver when you are cold. Let's play we are warming our hands by a fire. We must look at the fire in this room. We must think of the miners who dig up coal, so the children can keep warm. Who hid away the coal in the ground? We must think about the heavenly Father, too.

Let us build a house with a chimney. One brick and then another and another, and a tall chimney is built. Out of the chimney comes — what? Fires wouldn't burn without chimneys.

Is a fire the only thing children need in their houses? What do you need to sit on? to lie upon? to put the food on for dinner? to cover the bare floor? to keep the hot sun out of the rooms in summer?

Let us take hold of hands and walk about the room and see the different things there are here. Now sit down and I will tell you a story.

Once upon a time there were a father and a mother and a little girl named Barbara. The father built a house for them to live in. Then he gave the mother some money and she and Barbara went to the store to buy things to put in the house.

The storeman asked, "What can I do for you?"

The mother said, "I want a big iron bed and a little iron bed."

The storeman showed them a big iron bed and a little iron bed, and the mother gave him money for them.

Barbara said, "Thank you for my bed, storeman."

The storeman said, "You'll have to thank the miner who dug up the iron for your bed."

"And the heavenly Father, who hid it away," said the mother. "Now I want some great, big chairs for Barbara's father, and some middle-sized chairs for me, and some little bits of chairs for Barbara, and a table to eat from."

The storeman showed them some great, big chairs, and some middle-sized chairs, and some little bits of chairs and a table, and the mother gave him money for them.

Barbara said, "Thank you for my little bits of chairs, storeman."

The storeman said, "You'll have to thank the carpenter who made them from boards."

"And the heavenly Father who made the trees they were made from," said the mother. "Now show me some rugs to put over our bare floors — some great, big rugs, and some middle-sized rugs, and some little bits of rugs."

The storeman showed her some great, big rugs, and some middle-sized rugs, and some little bits of rugs and she chose the prettiest. One little bit of a rug with roses on it was for Barbara.

Barbara said, "Thank you for my rug, storeman."

The storeman said, "You'll have to thank the men who made it."

"And the heavenly Father's sheep," said the mother. "It was made from the sheep's wool. Now I want some curtains to keep out the hot sun."

The storeman showed them some white curtains and the mother gave him money for them.

Barbara said, "Thank you for my curtains, storeman."

The storeman said, "You must thank the millmen who made them."

"And the heavenly Father, who made the cotton plants they were made from," the mother said.

Then Barbara and her mother went home, and told the father how many, many people they had to thank for the things in their house.

Barbara told them all — "The miner and the chair maker and the table maker and the carpet maker and the curtain maker and the storeman that sold them all, and most of all the heavenly Father, because he made what they were made from."

(Show the block and ask the children to look at the picture of Barbara in her little bit of a chair. Repeat the story.)

Lesson 14. Review

Objects. Those used with the last three lessons.

Let's play you were children who hadn't any house to live in. Whom shall you go to, to get a house. I'll play be the wood-chopper. You all say, "Wood-chopper, will you help us build a house?"

"Yes, I'll chop, chop, chop down some trees, so you can have a house."

Next whom must you go to, to get a house? I'll play be the wood-sawer. You all say, "Wood-sawyer, will you help us build a house?"

"Yes, I'll saw b-z-z-z-z-z-z, till the trees are sawed up into boards, so you can have a house."

Next whom must you go to, to get a house? I'll play be the carpenter. You all say, "Carpenter, will you help me build a house?"

"Yes, I will drive the nails, *rap*, *tap*, *tap*, and nail the boards together, so you can have a house."

Now you need a chimney for your house. Who will lay the bricks for the chimney? I'll play be the bricklayer. You all say, "Bricklayer, will you lay the bricks for the chimney of our house?"

"Yes, I will lay the bricks, one, and another, and another, and another, till I have made a high chimney for your house."

Now whom will you go to, to get coal to make a fire in your house? I'll play be the miner. You all say, "Miner, will you help us keep our houses warm?"

"Yes, I will dig up coal that you can burn and so keep your houses warm."

(Ask the children to point out on the block the pictures of the wood-chopper, the carpenter, the chimney, and the child warming his hands.) Look about the room and see if you can find hammer and nails like those the carpenter used — a house like that the carpenter built — a piece of coal like that the miner dug up — the stove where the coal burns. Who made the trees grow? Who hid away the coal? Let us say "Thank you" to the heavenly Father.

Now we will tell together the story about Barbara and her mother. (There is so much repetition that the children will be able to join in telling much of the story, and may find the picture of Barbara on the block.)

Lesson 15. God's Care

(Connecting the three last topics)

Objects. Blocks 1, 2 and 3, a slice of bread, a stalk of wheat, a hard-boiled egg, woolen, cotton, silk and linen clothes, wool, cotton boll, silkworm's cocoon, flax, flax-plants, coal.

Bible Verses. Give us this day our daily bread. — Matthew 6:11. He careth for you. — 1 Peter 5:7.

Songs. "Song of the Children's Food"; "Song of the Children's Clothes."

When you woke up this morning, John, what was the very first thing you saw? (Probably something will be mentioned that can easily be traced back to God. If not, simply accept the answer and ask if warm clothes were there ready to put on.) Find some things these clothes were made from. Find the block with the picture on it of the little boy in his cotton suit and woolen coat and with his red silk necktie and handkerchief. The heavenly Father made the cotton and the flax-plants grow. He gave the lambs woolen coats and taught the silkworms how to make little silk beds. He did this so that the children might have clothes. "He careth for you."

After you were dressed this morning, I suppose you ate your breakfasts. Find something you have had to eat, or something your food was made of. Find pictures of things to eat on the block. (As each of the various objects is mentioned say, "The heavenly Father made it grow. 'He careth for you.'" When the bread is found, pray, "Give us this day our daily bread.")

Find a picture of the trees the heavenly Father makes grow so we can build houses. Find the picture of a house with its chimney.

Find a piece of the coal the heavenly Father hid away, so our houses can be made warm. What good care the heavenly Father takes of the children! "He careth for you," John. "He careth for you," Edith. (Use the verse with each child's name.)

Wouldn't you like to put our blocks on top of one another? Put the biggest down first, and on top of that the next one, and on top of that the little one. Tell what pictures you see on them.

Now I will tell you again one of our old stories. You shall choose the picture of the one you want told. (Close by singing the two songs.)

TOPIC IV

OUR FAMILIES

The priceless blessing of a happy home can be won only by struggle, endurance and self-sacrifice. — *Friedrich Froebel.*

Lesson 16. Fathers and Mothers

Objects. An article of clothing. A slice of bread. Money. Picture of the mother brushing the child's hair on Block 4.

Song. "Finger Family Song." (See Songs.)

(Sing the song very distinctly to the children, showing them how their fingers can represent the members of the family.)

Who dresses you in the morning? Who puts you to bed at night? Who gives you your breakfast? Who takes you out to walk? Who kisses you when you are hurt? Who tells you stories? Mothers take care of their children, don't they?

(Hold up the article of clothing.) This was once the woolly coat of a sheep (or part of a flax-plant or a silkworm's little silk bed, or a cotton plant, as the case may be). It never could have been a little girl's dress, unless your mother had made it. Let's all play sew, as mothers sew for their children, while I say a little rhyme.

Sew, sew, sew, sew!
In and out needles go!
You and I and all of us know
The mothers are clothing their children, oh!

(Show the slice of bread.) I have told you that this bread is made out of wheat, and the heavenly Father makes the wheat grow. But the children never could have bread, if the mothers did not stir it and knead it.

Let's play stir and knead bread, while I say a rhyme about it.

Stir, stir, round and round!
Knead, knead, pound, pound!
You and I and all of us know
The mothers are feeding their children, oh!

Let's play brush our hair, while I say a little rhyme.

Brush, brush, tangled hair,
Brush, brush, smooth and fair!
You and I and all of us know
The mothers are dressing their children, oh!

Let's play we are rocking children to sleep, while I tell you another rhyme.

Hush, hush, go to sleep!
Down, down eyelids creep.
You and I and all of us know
The mothers are quieting their children, oh!

(If cooks and nurses are mentioned as performing some of these tasks, say that the mothers see that they care for the children. Repeat the rhymes and motions several times.)

Are mothers the only ones who take care of the children? Yes, the fathers take care of them, too. The mothers could not buy anything, unless the fathers worked to earn money. The fathers have to earn ever and ever so many pennies, so the mothers can buy the wheat for the children's bread, and cloth for the children's dresses. (Show money.)

Sometimes fathers work like this (pretend to pound nails). Jack's father is a carpenter. Let us all play be carpenters. Sometimes fathers work like this (pretend to write). Sarah's father writes books. Let's all play write books. Sometimes fathers work like this (pretend to hoe). Mary's father is a farmer. Let's all play be farmers. (Act out similarly the occupations of the children's fathers, or, if not possible, comment upon them. A child at home may act out the occupations of little friends' fathers.) Do your fathers do anything else to take care of you besides earn the money? What do they do at night, when they get home?

Work, work, work, work!
All day long, never shirk!
You and I and all of us know
The fathers are earning the money, oh!

Play, play, play, play!
Now's the end of the day.
You and I and all of us know
The fathers are home with their children, oh!)

(Sing the song again and ask the children to pick out the picture of a mother on Block 4. Close with a prayer similar to the following.)

Dear heavenly Father, we are glad we have mothers to make our clothes, and to give us our breakfasts, and to dress us and to put us to bed. We are glad for fathers, too. Amen.

Lesson 17. Minding

Object. Pictures of the mother brushing the child's hair and the little boy running to his father on Block 4.

Bible Verse. Children, obey your parents. — Colossians 3:20.

Song. That used with the last lesson.

Do you remember the song I sang to you about the finger family? I will sing it again, and you may touch the father finger and mother finger and brother and sister and baby fingers. I will sing it again, and you may touch your other finger family.

What child can show me how his father works to earn money? Who else can? Who else? I will say the rhymes about the fathers. What do mothers do to take care of the children? I will say the rhymes I said last week, and you may make believe sew and stir and knead bread and brush the children's hair and rock them to sleep. (Show the block and ask the children to find the picture of the mother brushing the child's hair.)

Now I have a story to tell you.

Once upon a time there was a little boy named Robbie. Robbie was playing in the garden with his new red cart.

"Robbie, come here!" called his mother, but Robbie went on playing with his new red cart.

"Robbie! Robbie! Come here!" called his mother, but still Robbie went on playing with his new red cart.

Once more his mother called, "Robbie, my little boy, come here to mother!" but, if you will believe it, still Robbie went on playing with his new red cart.

Then his mother went out to the garden and took Robbie's hand and said, "Robbie, I want you to go and see the chickens and the mother hen."

So they went to see the chickens and the mother hen. The mother hen was scratching in the earth for worms. When she found some, she called, "Cluck! cluck! cluck!" and all the little yellow chickens ran to her, as fast as they could run, and had their supper.

"How quickly the chickens mind when the mother hen calls!" Robbie's mother said.

"Ye-es," said Robbie, and he looked ashamed.

"Now I want you to go with me to the barn and see Tabby Cat and her kittens."

So they went to the barn to see Tabby Cat and her kittens. They were in a big box. Robbie's mother took the kittens out on the barn floor.

Then Tabby Cat called, "Prrrrr-meow!" and the kittens hurried back to the box, as fast as they could on their wobbly legs. "Prrrrr-meow!" Tabby Cat said again, and licked their fur.

"How quickly the kittens mind when Tabby Cat calls!" Robbie's mother said.

"Ye-es," said Robbie, and he looked more ashamed.

Then Robbie's mother led him back to the garden and his new red cart, and she went to the house.

"Robbie, come here!" she called.

And, do you know, Robbie left his new red cart and ran as fast as he could go to the house.

"My little boy runs faster than chickens or kittens," his mother said.

She had called Robbie to make him clean, just as Tabby Cat called her kittens. So she washed his face. She had called him, besides, to give him some supper, just as the mother hen did. So she gave him a bowl of bread and milk, and he ate it and did not look ashamed any more.

Pretty soon Robbie's father came, step, step, up the walk. "Robbie!" he called, and Robbie left his bread and milk and ran right to him.

That night Robbie's mother taught him this little verse — "Children, obey your parents." She said obey meant mind, and parents meant his father and mother.

Let us say the same little verse. Now I want to speak to the heavenly Father.

Dear heavenly Father, please make us quick to mind when our fathers or mothers call. Amen.

(Show the picture of Robbie running to his father on Block 4, and ask what he is doing.) Shall I tell you the story all over again? (This story was told by one mother five times in succession.)

Lesson 18. Brothers and Sisters

Object. Pictures on Block 4 used with the last two lessons and that of the brother and sister.

Song. "Finger Family Song," used with the last two lessons.

Blackboard. A house. (See illustration for Lesson 11.)

(Begin drawing rapidly a house. See illustrations C, D, E and F.) I am making a — (house). Here are the — (windows). Here is the — (chimney). Here is the — (front door). Let's play this is Fred's house. We will ring the bell, *b-z-z-z-z*, and go in. Whom shall we find there, Fred? anybody besides your father and mother and you? Have you a big brother? a big sister? a baby brother or sister? Let us sing about the finger family. Now we will play this is Margaret's house. We will ring the bell, *b-z-z-z-z*, and go in. Whom shall we find in your house, Margaret? Shall we sing the family song again? (Do similarly with each child. If taught at home, speak of the different members of neighbors' families.)

You all eat breakfast together, don't you? Then where does your father go, John? (The other children will wish to tell where their fathers go to work, and it is worth while to let them, as only thus will they feel that their own fathers are included.) Where do the big brothers and big sisters go? Who else besides the mother stays at home? Do they all get back for dinner? for supper? at night?

Fathers must — (work). Let's say the rhymes about the father. Mothers must — (cook, take care of the children, etc). Let's say the rhymes about the mothers. Big brothers must — (go to school or to work). Big sisters must — (go to school or to work). Little brothers must — (the children will probably say play or mind or various unexpected things). Little sisters must —

(let the children tell). The baby must — (sleep and eat). Can big brothers do anything for little brothers? Can little brothers do anything for big brothers? Can sisters help each other?

What do fathers and mothers and sisters and brothers do all together? (If the children do not respond, begin "They eat together," and let them suggest other things, or question something as follows.) Do your father and mother and brothers and sisters ever play together — drop-the-handkerchief, or hide-and-seek, or some other game? Do you ever sing together? Do you go to walk together? Who takes hold of your hand, if you go to walk, Mary? Who helps you over the crosswalks, John? Let us sing again about our finger families. (Examine and talk about the pictures.)

The heavenly Father knew that big people and little people would need each other, so he made fathers and mothers and brothers and sisters.

(The last story may be retold, if the time is not fully occupied.)

Lesson 19. Helping

Objects. Objects with which a child can help at home. In Sunday school toy objects will be more practicable. If preferred, these objects can be drawn. Picture of the little girl watching the baby on Block 4.

Song. That used with the last three lessons.

Bible Verse. Love one another. — 1 John 4:11.

Let us sing our song about the finger family. Let us say the little verse about minding fathers and mothers. "Children, obey your parents." Now I want to hear the story about Robbie, don't you? I will tell part and you may tell part. (Tell the story of Lesson 17, commencing sentences and letting the children finish them.)

Children must mind fathers and mothers. What else can you do for your fathers and mothers? Even little children can help in little ways. (Hold up a toy brush or broom.) How can a child help with this? (Hold up a toy watering-pot.) How can a child help with this? (Show or draw other objects in a similar way.)

Let us walk about the room and make believe help. First we will play sweep. Now we will play dust. Now we will play water plants. Now we will play go on an errand. (At home a child should really help.) Sit down so quietly that I shall not know it with my eyes shut. I will tell you a story.

Once there was a little white house, and in the little white house lived a father, a mother, a big brother, a little sister and a baby. (Point to the finger family, as you name them.)

One morning the baby cried. He was hungry.

"The baby must have his milk," the mother said. "Who has the money to buy it?"

"The baby must have his milk," the father said. "I have the money to buy it. But who will go for it?"

"The baby must have his milk," the big brother said. "I will go for it. But who will warm it?"

"The baby must have his milk," the mother said. "I will warm it. But who will watch the baby while I warm it?"

"The baby must have his milk," the little sister said. "I will watch him."

The father gave the money to the big brother. The big brother took the money the father gave and got the milk. The mother took the milk the big brother had bought with the money the father gave and warmed it. The little sister watched the baby, while the mother warmed the milk the big brother had got with the money the father gave. So they all helped the baby get his milk. (Show the picture on the block.)

That same day the little sister was sick.

"Little sister must be made well," said the mother. "Who will get the doctor?"

"Little sister must be made well," said the father. "I will get the doctor. But who will put little sister to bed?"

"Little sister must be made well," said the mother. "I will put little sister to bed. But who will make a fire to warm her room?"

"Little sister must be made well," said the big brother. "I will make a fire to warm her room. But who will help her forget she is sick?"

The baby laughed and clapped his hands, which meant, "Little sister must be made well. I will help her forget she is sick."

The big brother made a fire to warm little sister's room. The mother put her to bed. The baby laughed and made her forget she was sick. The father got the doctor. And so they all helped make little sister well.

Fathers and mothers and brothers and sisters love one another. Let's say, "Love one another."

Dear heavenly Father, please make us ready to help our fathers and mothers and sisters and brothers. Amen.

Lesson 20. Visitors

Object. Block 4.

Songs. "Greeting Song;" "Finger Family Song." (See Songs.)

Bible Verse. Love one another.

I will tell you again the story of the father and mother and big brother and little sister and baby. (Let the children assist in the telling. Sing "Finger Family Song.")

Tell me how you help at home, Louise. How do you help your mother, Fred? How do you help your father? Can you do anything to help the baby, Sarah? Who helps a big brother or a big sister? How do they help you? Shall we say the little verse about fathers and mothers and brothers and sisters? They "love one another."

Sometimes at our doors comes a sound like *ting-a-ling*, or *b-z-z-z-z*, or *rap, tap!* What is happening? Somebody wants to come in. It may be a visitor who comes just for a little while. It may be company for over night. Who comes to visit you, Alice? Who else has a grandmother for a visitor? Who comes to visit you, John? Who else has an aunt for a visitor? Do you have any little boy visitors? little girl visitors? (The answers will of course determine the conversation. A child at home can speak of various visitors.)

Play I was company come to see you. What will you say to me, Milton? What will you do with my hand? Let's say *b-z-z-z-z* for the door-bell, and then play Robert is a visitor. We must say "How do you do?" and shake hands politely. Now Mary may play be a visitor.

Let's make believe our fingers are visiting each other and saying "How do you do?" and bowing. I will sing while you make the thumbs bow to each other. Now the next fingers, the tall fingers, the ring fingers, the baby fingers. Perhaps some of you can sing with me. ("Greeting Song.")

See our block. Find the picture of the mother brushing the child's hair — the little boy running to his father — the brother and sister — the little girl watching the baby. What is the other picture about? Yes, I think the little boy is saying "How do you do?" to a visitor. Shall we sing our song again?

Say once more the little verse about what fathers and mothers and brothers and sisters do. They — ("love one another"). Not only the people who live in the house but visitors, too, should "love one another."

Lesson 21. Being Polite

Object. Block 4.

Songs and Bible Verse. Those used with the last lesson.

Would you like to make your fingers bow to each other? (Let this be done a number of times, while you sing the song. Some of the children will very likely join in the "how do you do," but most of them will be too absorbed in making the motions to sing. The point is, not that they learn a song, but that they get into the spirit of greeting.)

What child has had visitors come to his house since last Sunday? Did you say "How do you do?" Did you shake hands? Were you polite? Did you do anything else to make your visitor have a good time? Has any child been a visitor? Were you a polite visitor? (Listen to each child's account, and sing the song again. A child at home may talk about the visits he has made and any company that has been entertained.)

I will choose a child to make believe be a visitor, and the rest of us will show how polite we can be in greeting him.

Now let us all go about shaking hands with each other and saying "How do you do?" and then I will tell you a story.

One day the father and the mother and Charlotte and little Tom sat listening for the door-bell. For Uncle Horace was coming to visit them.

The mother asked, "Are we all ready for Uncle Horace?"

"I am," said the father. "I have fixed the automobile, so I can give him a ride."

"I am," said Charlotte. "I have made a cake all myself and put chocolate in it, because Uncle Horace likes chocolate."

"I am," said Little Tom. "I have got on my drum to beat, when he comes." *Rub-a-dub-dub!*

"And I am," said mother. "I have made the guest-room clean and cooked the dinner. So we are all ready. And don't forget to be polite."

"I won't forget," said the father. "I'll give Uncle Horace the best seat in the automobile."

"I won't forget," said Charlotte. "I'll be careful not to take the biggest orange."

"I won't forget," said the mother. "I'll listen when he talks without interrupting."

"I won't forget," said little Tom. "I'll say 'Please' and 'Thank you.'"

B-z-z-z-z-z-z-z went the door-bell. They all ran to the door. There stood Uncle Horace.

"How do you do, Uncle Horace? How do you do?" cried the father and the mother.

"How do you do, Uncle Horace? How do you do?" cried Charlotte and little Tom.

They hugged him and kissed him and took his hat and bag, and he sat down in a chair with Charlotte on the arm and little Tom in his lap. Pretty soon little Tom beat his drum — *rub-a-dub-dub!* Uncle Horace liked that.

Pretty soon the father took him on an automobile ride, and gave him the best seat. Uncle Horace liked that.

Uncle Horace liked the dinner the mother had cooked. He liked Charlotte's chocolate cake. He slept well in the clean guest-room.

And everybody remembered to be polite. The mother didn't interrupt when he told long stories. When the oranges were passed, Charlotte took the very smallest. And Tom only forgot once to say "Please" and "Thank you."

Let's sing the song again. Now I want to speak to the heavenly Father.

Dear heavenly Father, please help us to be polite to visitors. Amen.

Let's sing the song about the whole family that can be polite to visitors. (Examine the block.) Now I will tell you the story again.

Lesson 22. Review

Objects. Blocks 1, 2, 3 and 4.

Songs and Bible Verses. Those used with the lessons under the topic "Our Families."

What finger songs can we sing? (Sing with or to the children the two songs. Show Block 4 and talk a little about family relations, according to the comments made by the children.)

Let's say the rhymes about the mothers taking care of their children — the rhymes about the fathers (Lesson 16). Let's say the verse about children minding. "Children, obey your parents." Let's say the verse about loving. "Love one another."

Now I will tell you one of our old stories. Which shall I tell — about Robbie and his mother (Lesson 17), or about how the baby got his milk (Lesson 19), or about Uncle Horace's visit? (Lesson 21. Tell as before. Repeat or tell one of the other stories.)

Dear heavenly Father, we are glad there are fathers and mothers and brothers and sisters. May we remember to mind and to help, and to be polite to visitors. Amen.

(Close with free play with the four blocks, which will naturally call forth comments upon the pictures.)

TOPIC V

OUR HELPERS

Back of the loaf is the snowy flour;
And back of the flour is the mill;
And back of the mill is the wheat, and the shower,
And the sun, and the Father's will.
— *M. D. Babcock.*

Lesson 23. The Cook and the Baker

Objects. Cookies. Picture of the cook and the boy eating a cooky on Block 5.

Nursery Rhyme. Pat-a-cake.

Do you ever play Pat-a-cake? Let's play Pat-a-cake for Mary.

"Pat-a-cake, pat-a-cake, baker man!
Pat-a-cake, pat-a-cake, fast as you can!
Roll it and prick it and mark it with B,
And toss it in the oven for Baby and me."

Let's play Pat-a-cake for John. (Do this with each child, so that all may feel included. This use of a familiar nursery rhyme as a starting-point will catch the children's attention and give new meaning to something old and beloved. When the lesson is taught at home, it should be preceded by a visit to a bakery.)

Who has ever seen a baker man make a cake or a cooky? Tell me about it. If you haven't seen a baker man, perhaps you have gone to the bakery with your mother to buy some cookies. Who has? If you went behind the room where you buy cakes, you would see the baker man. He usually wears a white apron and a white cap, so that the cakes he makes shall be clean.

Perhaps your mother will take you some day to see the baker man pat a cake and roll it and prick it and toss it in the oven. Such

a big, hot oven as the baker man has! It has to be big and hot, for it bakes cakes for ever and ever so many little boys and girls.

Who bakes the cakes and cookies at your house? Sometimes the cook, and often the children's mothers are the cooks. Is there an oven to bake the cakes at your house? It isn't a big oven, like the baker man's, for it has to bake cakes and cookies for just you and your father and mother and brother and sister. Let's play Pat-a-cake again and then I'll tell you a story.

Once there was a little boy named Johnny. One day Johnny went out to play. Cook looked out of the window and saw Johnny playing.

Cook said, "I must stir up some cookies. Johnny will be hungry."

So cook took butter and eggs and sugar and flour and milk and stirred them. Then she looked out of the window. Johnny was playing.

Cook said, "I must roll out the cookies. Johnny will be hungry."

So she rolled out the cookies. Then she looked out of the window. Johnny was playing.

Cook said, "I must cut out the cookies and put them in the oven. Johnny will be hungry."

So she cut out the cookies, small and round, and put them in the oven and shut the door. Then she looked out of the window. Johnny was playing.

Cook said, "I must watch the fire so the cookies will bake. Johnny will be hungry."

So she watched the fire. It burned hot. Then she looked out of the window. Johnny was playing.

Cook said, "The cookies are baked now. I must take them out of the oven to cool. Johnny will be hungry."

So she took the cookies out of the oven to cool. They smelled good.

Pretty soon Johnny came in. He said, "Cook, I am hungry."

Cook said, "I knew you would be hungry, Johnny. Here are some cookies I made for you."

Johnny ate one, two, three, four, five of the small, round cookies that cook had made for him. He wasn't hungry any longer. (There will probably be time to repeat the story. Pass each child a round cooky to eat.) I have brought you some cookies made by

the cook. (Show the picture of the cook and the boy eating a cooky on the block. After the cookies are eaten bow your head, saying, "I want to speak to the heavenly Father.")

Dear heavenly Father, we are glad there are cooks and baker men to make cakes and cookies for little children. Amen.

Lesson 24. The Grocer

Objects. Toy grocery store, or pictures of some groceries, cut from advertisements. Picture of the grocer on Block 5.

Blackboard. Illustration of the story. (See illustration.)

Let's play Pat-a-cake. Find the cook on this block. Now shall we tell together the story of the cook and Johnny? I will begin the story and stop every once in a while, and you must go on.

I didn't tell you the beginning of the story. Johnny would have gone hungry, for cook could not have made him any cookies, without another helper. This helper was the grocer. The day before cook made the cookies, the grocer rapped on the door and cook let him in.

"O grocer, kind grocer, good grocer!" said she,
"Bring butter and eggs for some cookies to me."

Said the grocer, "I'll bring you both butter and eggs,
All ready for Johnny, when for cookies he begs."

(Draw butter and eggs. See illustration.)
Then cook spoke again to the grocer.

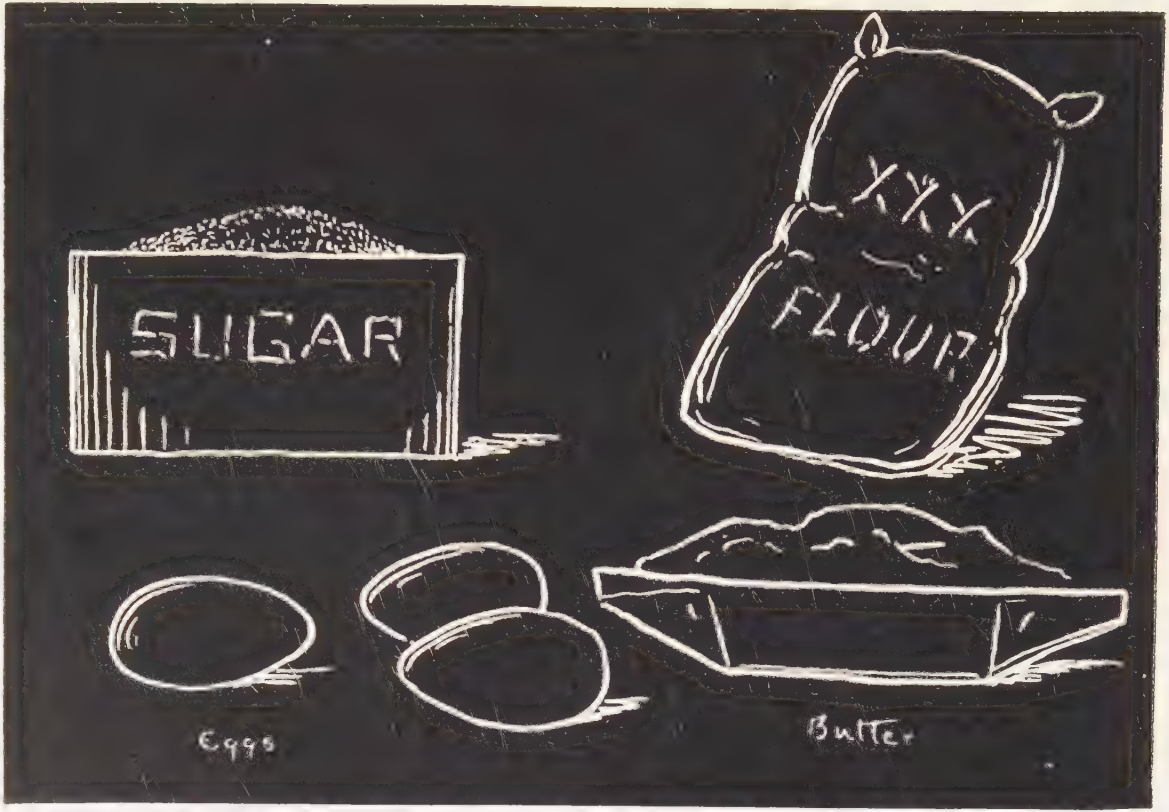
"O grocer, kind grocer, good grocer!" said she,
"Bring sugar and flour for the cookies to me."

Said the grocer, "I'll bring you both sugar and flour,
And the butter and eggs — all four in an hour."

(Draw a bag of flour and a box of sugar. See illustration.)
By and by the grocer knocked at the door again.

Said the grocer, "I've brought you the sugar and flour,
And the butter and eggs. Is there anything more?"

"That's enough; here's the money," said cook; then said she,
"Tomorrow two dozen of cookies there'll be."



BLACKBOARD ILLUSTRATIONS FOR LESSONS 24 AND 30

The butter may be covered with a light coat of white made with the side of the crayon and the color added with the yellow crayon. The sugar may be painted with white and then the grains suggested with peckings with the white crayon.

So when cook made the cookies for Johnny, she took some of the butter and eggs and sugar and flour that the grocer had brought. Johnny could never have had his cookies, except for two helpers — cook and the grocer.

Did you ever see the grocer? go to his store? In his store are — (let the children mention various kinds of food, if they will, and illustrate by pictures or by the articles in the toy grocery store. Show the block. When the lesson is taught at home, it may well be followed by a visit to the grocer's, where the food he has for sale may be seen).

Don't you think the grocer is a good helper of children? I should like to tell the heavenly Father so.

Dear heavenly Father, we are glad children have good helpers, like the baker man and the cook and the grocer. Amen.

(If there is time, the story may be repeated.)

Lesson 25. The Miller

Objects. Dish of flour. Picture of the miller on Block 5.

Blackboard. A big mill-wheel. (See illustration.)

Who has seen the grocer lately? Have you been to his store? What did you find there that little children like? The grocer is a good helper of children, isn't he? Who else are little children's helpers? (The children may mention members of the family, which is well. They may mention the heavenly Father, in which case say that he is the greatest helper of any. If they do not think of the cook or the baker, ask who makes cookies and cakes for them.)

The cook cannot make cookies without the help of the — (grocer). I will tell about how the grocer helped the cook, and then you may tell it over again with me.

The grocer needed help, too. There is more to the beginning of the story.

The day before the grocer went to Johnny's house, he thought, "The cook will want flour, so Johnny can have some cookies. I must go to the miller to get me some flour."

So the grocer went to the mill, where the big mill-wheel went round and round. The miller came out. His coat was all dusted over with white flour. The grocer spoke to him.

"O miller, good miller, kind miller!" said he,
"Have you flour, nice, white flour, nice, fine flour for me?"

Said the miller, "My wheel will go round and round,
And so for you, grocer, fine flour will be ground."

Then the big mill-wheel went round, and the flour was ground, and the miller gave the grocer a bagful.

"Here, grocer, kind grocer, good grocer!" said he,
"Here is flour for cook and for Johnny, from me."

Then the grocer paid for the bagful of flour and took it to his store, and the next day he carried it to Johnny's house for cook to make into cookies. The miller, the grocer and the cook were all helpers of Johnny.

(Show the flour, letting the children feel how fine it is. Show the block and the drawing of a mill-wheel, letting the children imitate its motion with their arms. A mother may perhaps take her child to visit a mill. This is such a short story, there will be time to tell it again, if the children ask for it. "Tell it again" is the surest expression of a little child's delight in a story, and repetition is desirable.)

Let's tell again who some of our helpers are. The cook and the baker man, because they — (make cakes and cookies); the grocer, because he — (brings us butter and eggs and sugar and flour); the miller, because he — (grinds up the flour).

Dear heavenly Father, we are glad that little children have such good helpers as the cook and the baker man and the grocer and the miller. Amen.

Lesson 26. The Farmer

Objects. Stalk of wheat. Dish of flour.

Pictures. Picture of the farmer on Block 5. A farmer with his crops. An excellent colored picture is used with the Graded International Beginners' Lessons, Year 1, Lesson 9.

Let us play Pat-a-cake. Now shall we tell together the story about cook and the grocer, and the grocer and the miller? (Tell

these stories as before, letting the children fill out sentences wherever they can.)

I will make my arm go round and round, just as the big wheel goes that grinds flour for the miller. Make your arms go round and round, like the miller's big wheel.

There is more to the story about Johnny's cookies. The day before the grocer came to the miller, the miller thought, "The grocer will want flour to take to the cook, so Johnny can have some cookies. I must go to the farmer and get me some wheat." So the miller went to the farmer.

"O farmer, good farmer, kind farmer!" said he,
"Have you wheat, nice, ripe wheat, nice, full wheat for me?"

Said the farmer, "All summer, hot summer," said he,
"The wheat has grown fast for you and for me."

So the farmer gave the miller wheat to grind into flour, for the grocer to take to the cook to make cookies for Johnny.

Then the grocer went to the farmer.

"O farmer, good farmer, kind farmer!" said he,
"Have you eggs, nice, fresh eggs, new-laid eggs for me?"

Said the farmer, "I've eggs, nice, fresh eggs," said he,
"That the hens laid this morning for you and for me."

Said the grocer, "O farmer, good farmer!" said he,
"Have you butter, sweet butter, yellow butter for me?"

Said the farmer, "I've butter, fresh butter," said he,
"Made from cream that's the richest you ever did see."

So the beginning of the story is that the farmer sold the wheat to the — (miller), and the miller ground the wheat into flour for the — (grocer) and the grocer sold the flour to the — (cook) and the cook used the flour in making cookies for — (Johnny).

The farmer sold the eggs to the — (grocer) and the grocer sold the eggs to the — (cook) and the cook used the eggs in making cookies for — (Johnny).

The farmer sold the butter to the — (grocer) and the grocer sold the butter to the — (cook) and the cook used the butter in making cookies for — (Johnny).

The grocer sent away south for the sugar, and he took it to the — (cook) and the cook used the sugar in making cookies for — (Johnny).

Let's count up all the people that helped Johnny have his cookies. (Point to the pictures on the block.) One is the — (cook). Two is the — (grocer). Three is the — (miller). Four is the — (farmer). And there is another — the one who makes things grow for the farmer — (the heavenly Father).

When you eat cookies, why, you must think about the cook and the grocer, the miller and the farmer, and most of all about the heavenly Father, who makes everything grow and planned that little children should have helpers.

TOPIC VI

OTHER HELPERS

The humblest workman has his place,
Which no one else can fill.

— *Maud Lindsay*

Lesson 27. The Milkman

Objects. A bottle of milk. Block 5. Picture of the milkman on Block 6, and of the cow and the little girl eating bread and milk on Block 1.

I want to tell again the whole story of how Johnny got his cookies. (Tell, with the children's help, the entire story of Johnny, included in the last four lessons, illustrating it with Block 5. This will take some time, so the new lesson is shorter than usual.)

There was something else cook gave Johnny before he went out to play. The cookies had made him thirsty. What do you suppose cook gave Johnny to drink in a cup? No, not water; something white. Cook gave Johnny a cupful of milk. Do you drink milk? Do you like it?

(The children will probably have much to tell about the milk they drink, who gives it to them, the mugs they drink from, etc. This conversation is all valuable and should be encouraged. If they introduce the subject of the milkman, so much the better; if not, proceed something as follows.)

Who brings the milk to your house? The milkman is another of our helpers. Do you see the milkman come to your door? What does he bring the milk in? (If you can draw rapidly, make on the blackboard a milk-bottle or a milk-can.)

Maybe the milkman comes to the door while you are asleep. Often he comes early in the morning, before anybody is up, and leaves the bottle of milk on the doorstep. When little children

come down to breakfast, there is milk all ready for them to drink. This helper must get up pretty early. Don't you think so? (Show the picture of the milkman.)

Where does the milkman get the milk? Mary may hold up the picture of the animal that gives us milk. Some milkmen have cows of their own, and milk them early in the morning. Some milkmen get their milk from the farmers' cows. (Call attention to the picture of the little girl eating bread and milk.)

Let us count up all the helpers we can think of. (After this is done, make a little prayer of thanks to the heavenly Father for these helpers, and especially for the milkman who brings milk from the cows for little children. If possible, close by giving each child a drink of milk, saying, while they drink, that they could not have milk if it were not for their helper, the milkman. This is, of course, more practicable for home than for Sunday school, but if it can be arranged, it is the most natural and effective way of bringing the lesson to a climax.)

Lesson 28. The Postman

Objects. A large and a small letter. Pictures of the milkman and the postman on Block 6, and of the cow and the child eating on Block 1.

(Have the blocks on a table.) Sarah, find me the picture of the little girl eating. What is she eating? John may find the cow that gives us milk. Who can find the milkman? Tell me all about the milkman that comes to your house. What a helper the milkman is! I have a new story.

Once upon a time there was a little boy named Ted. His mother was sick and had gone away to get better. Did your mother ever go away? and yours? It is pretty lonely for a little boy without his mother. Ted's grandmother came to take care of him, and she made him happy. But I think Ted would have cried once or twice, if something nice hadn't happened every single day.

This nice thing happened in the morning, right after breakfast. Ted would run to the window and look down the street.

He would call, "He isn't coming, grandmother!"

Grandmother would say, "Pretty soon he'll come."

Pretty soon Ted would call, "I hear his whistle!"

Grandmother would say, " In a minute he'll be coming round the corner."

In a minute Ted would call, " He's coming round the corner!"

Then grandmother would say, "You may go to the door."

Ted would go to the door and come back with — what do you suppose? A letter from his mother. Which of Ted's helpers had brought it? Not the cook or the baker, not the miller or the grocer, not the farmer or the milkman, but — the postman.

Sometimes his mother's letter would be a little thin one, like this (show); sometimes it would be a big, thick letter, like this (show). Ted would break open the envelope and take out the letter. Grandmother would put on her glasses and read it. The letters sounded just as if his mother were talking to her little boy. This was one letter Ted had:

Dear Ted, —

I am getting well fast. I can sit in a big chair on the piazza. I have my dinners out there. Today I had chicken and custard. I wish a little boy I know could have eaten it with me.

Be a good boy and pleasant to all your helpers.

Your loving

Mother.

Ted was three years old while mother was away. This was the birthday letter she sent him:

Dear birthday boy, —

I wish I could give you three kisses today. I shall have to save them for a week, when I am coming home. The postman will bring you this letter and, besides, a birthday present. I don't know what we should do without the postman, do you? He keeps little boys and mothers from being too lonely on birthdays. I hope you will like the present.

Your loving

Mother.

What do you suppose the present was that the postman brought? An engine and train of cars.

That night, when Ted said his prayers, he ended, "And, dear heavenly Father, please keep the postman well, so he can bring me letters and cars from my mother."

Does the postman ever bring you letters? presents? What color suit does he wear? How does he carry the letters? He is

another helper. (Show the picture and repeat the story. If the children live where there is no delivery, the postman can be changed to the postmaster, and the details of the story altered.)

Lesson 29. The Toyman

Objects. The letters used last week. Three or four toys, when the lesson is taught at home. Pictures or drawings of toys, when the lesson is taught in Sunday school. (See illustration.) Pictures of the toyman and the child with a toy on Block 6.

Song. "Thank You Song." (See Songs.)

I want you to name all our helpers you can think of. Who is the helper that wears the gray suit and blows a whistle and carries a bag? What does the postman bring to your house? Let's tell the story about Ted and the postman.

If I should give you some pennies to spend down-town, what store would you go to? Yes; some of you would choose to spend them at the candy store. Some of you would rather spend them for ice-cream. I wonder how many would like to spend their pennies at the toy-shop? What toys would you buy at the toy-shop?

(Toys may be vividly brought to the children's minds by showing them one after another. This will naturally fill the children with a desire to play with them — to hold the doll, to spin the top, to build with the blocks, etc. In the home this should be encouraged, for an appreciation of sellers and makers of toys comes most naturally as the toys are being used. There is not the time nor the atmosphere for this in Sunday school, so it is easier to use pictures or drawings of toys. As the children speak of various toys, draw them or hold up pictures of them. See illustration.)

Now let's play I am the toyman and you have come to my toy-shop to buy some toys. Good morning, Charlotte. What can I show you? Yes; here is a doll. It will cost fifty pennies. (Hand her the doll and receive the money in pantomime.) Thank you for the money, Charlotte. (Tell her she must say, "Thank you, Toyman." Continue this play for a little while. If the local toy-shop employs saleswomen, adapt your play to this circumstance, and speak of the toyman who makes the toys for them to sell.)

Blackboard Illustrations for Lessons 29 and 30

The toyman is another of the children's helpers. A toyman sells toys at the toy-shop and other toymen make the Peter Rabbits and the dolls and the blocks and the tops and all the toys. Some toymen carry toys to sell about the street. (Show the pictures.)

We must count up our helpers again, and this time we must count in the toyman. Then let's say "Thank you" to the heavenly Father for all our helpers. We can thank the helpers too.

(Sing the song to the children several times.)

To every helper I will say,
"Thank you very much today."

Lesson 30. Pleasant to All

Object. Block 6.

Blackboard. Drawings of various things for which we owe different helpers. (See illustration.)

Song. "Thank You Song," used last week.

(Draw a milk-bottle. See illustration.) Which of our helpers brings something to use in this? Find his picture on the block. (Draw a cooky. See illustration.) Which helper makes this and bakes it in the oven? (Draw a bag of flour, butter, eggs and a box of sugar. See illustration for Lesson 24.) Which helper brings these things to the cook, so she can make cookies? (Draw a big wheel. See illustration for Lesson 25.) Which helper grinds up flour with his big wheel? (Draw a stalk of wheat. See illustration.) Which helper has wheat growing in his fields, which will be ground into flour? (Draw a letter. See illustration.) Which helper brings us letters? (Draw a toy. See illustration for Lesson 29.) Which helpers make toys and sell them? Let us tell the heavenly Father how glad we are for our helpers. (Repeat the words of the song, and have the children say them after you. Then sing it several times.)

You remember how hungry Johnny got that day he was out playing, and how cook gave him the cookies she had made? Well, what do you think? Johnny didn't say "Thank you" to cook. He just snatched the cookies and ate them.

Then he cried, " I'm thirsty! " and when cook brought him a cup of milk, he didn't say " Thank you." He just snatched the milk and drank it.

Then he looked cross and shouted, " Open the door for me quick! " and he didn't say " Please."

That very minute Johnny's mother came into the kitchen.

" Johnny," she said, " come here and I'll tell you a story."

Johnny sat in her lap, and she told him the very story I have told you about his helpers — the cook, the grocer, the miller and the farmer, who all helped make the cookies he ate. She told him that the milkman who brought him milk was his helper, and so was the postman who brought him letters, and the toyman who sold him toys.

" Now," she said, " ought a little boy to be cross or pleasant to his helpers? "

" Pleasant," Johnny said.

Then his mother said, " What little words must a little boy remember to say to his helpers? "

Johnny knew. " ' Please ' and ' Thank you,' " he said.

His mother told him he might begin with cook. So Johnny ran out to the kitchen and said, " Cook, thank you for the cookies. Please may I have another? "

He looked so pleasant that cook gave him a cooky and a kiss too. That very minute the grocer rapped at the door. Johnny opened the door.

" Thank you, grocer," he said, " for bringing the things, so cook could make my cookies. Don't you want one? "

While the grocer was eating the cooky, Johnny looked so pleasant that the grocer said, " Jump into my wagon and I'll take you to see the miller and the farmer."

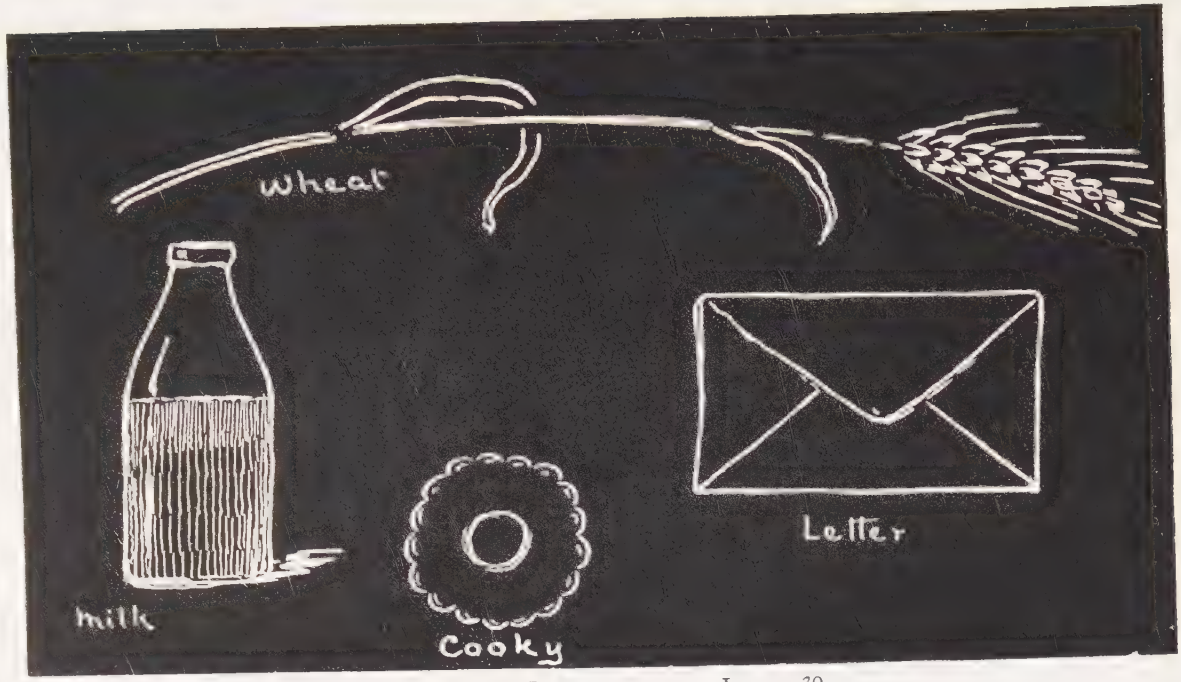
Johnny rode in the grocer's wagon to the miller's. The miller came out from the big mill, his coat all white with flour.

Johnny said, " Thank you, miller, for grinding flour with your big wheel, so cook could make my cookies."

Johnny looked so pleasant that the miller took him where he could watch the big wheel go round and round.

Then Johnny rode in the grocer's wagon to the farmer's.

Johnny said, " Thank you, farmer, for the butter and eggs you sold the grocer, so cook could make me some cookies."



Blackboard Illustrations for Lesson 30

Make the stalk and leaves of the wheat white and then add touches of green to the parts for color. Use yellow to give color to the wheat head.

Draw the milk bottle and then with the side of a short piece of crayon represent the milk.

Johnny looked so pleasant that the farmer took him to the barn to see the cow and the hens.

On the way home Johnny met the milkman, and he called out, "Thank you, milkman, for getting up early to bring me my milk."

Johnny looked so pleasant that the milkman gave him a drink of milk out of a little cup he had with him.

As the grocer left Johnny at his house, there was the postman going in.

"Please give me the letters to take in," Johnny said.

He looked so pleasant that the postman gave him the letters and let him carry them into the house.

Then Johnny told his mother that he had been pleasant to cook and the grocer and the miller and the farmer and the milkman and the postman and had said "Thank you" and "Please."

His mother said, "This very afternoon we will go to the toyman's for a toy, and say 'Please' and 'Thank you' to him." They did, and Johnny looked so pleasant that the toyman gave him, besides the toy he bought, a big box to keep his toys in.

(Sing the song.) I want to speak to the heavenly Father.

Dear heavenly Father, please help us to remember to say "Please" and " Thank you" to our helpers, and to be pleasant to them all. Amen.

(Let the children find the picture of the boy and the postman which illustrates this story.)

Lesson 31. Our Relations to One Another

(Review of the last three topics)

Objects. Blocks 4, 5 and 6.

Songs. Those used with the last fifteen lessons.

Bible Verses. Children, obey your parents. — Colossians 3:20. Love one another. — 1 John 4:11.

(Have the blocks on a table.) Here are pictures of people that live in our house and people that are our helpers. Mary, touch one picture you like. (If a family picture, sing the family song, possi-

bly repeat the rhyme about the mother's work in Lesson 16 and say the Bible verses. As each picture is pointed out, lead the children to comment upon it, bringing out the idea of the relationship between the members of the family and visitors and helpers. This can be done naturally, while the children pile up the blocks.)

Now I will tell you one of our old stories. Which would you rather hear — the story of Robbie and his mother (Lesson 17, illustrating obedience); or the story about how the baby got his milk (Lesson 19, illustrating helpfulness); or the story of Uncle Horace's visit (Lesson 21, illustrating politeness); or the story of Johnny and his helpers (Lesson 30, illustrating pleasantness)? (After retelling the story make a little prayer asking help in minding, being helpful, polite and pleasant. If there is time, two stories may be told.)

TOPIC VII

OUR PETS

If for his pets he learns a tender care,
The planted thought unlooked-for fruit may bear.
An impulse given, in widening circles moves;
He'll learn, ere long, to cherish all he loves.
— *Friedrich Froebel.*

Lesson 32. The Cat

Objects. Real cat, if taught at home. Pictures of the cats on Block 7.

Song. "I Love Little Pussy" (to be sung to the children. See Songs).

I wonder if you can guess what I am thinking of. It is something that has a soft, furry back, which a child can stroke. It is something that has sharp claws, that scratch when a child is not gentle. It is something that has four feet, that step so softly a child cannot hear it coming. It is something whose cry sounds like this — *meow!* Yes; it is a cat.

How many of you children have cats for pets? What color is your cat, Fred? yours, Charlotte? Tell me what cunning things your cats do. Do they run around, chasing their own tails? Do they play with strings? Do they curl up like balls when they sleep? What do they eat? Can they climb trees? (In some such way draw out the children's knowledge of cats, encouraging them to talk freely. Show the pictures, or, if the lesson is taught at home, watch the cat, getting it to play and lap milk, stroking its fur, noticing its paws and claws. Sing the song to the children.)

"I love little pussy, her coat is so warm,
And if I don't tease her, she'll do me no harm;
I'll sit by her side and I'll give her some food,
And she'll love me because I am gentle and good."

Buff was a yellow and white kitten, that belonged to a little girl named Lucy.

One day Lucy and Buff went outdoors to play. The wind blew *oooooooo*, but Lucy was not cold, because she wore a warm, woolen coat. And Buff was not cold, because he wore a warm, fur coat. The heavenly Father had made the wool Lucy's coat was made from, and he had given Buff a coat of fur.

Lucy chased Buff and Buff chased Lucy, and at last they both slipped in the mud and fell down. Lucy had to go into the house to have her coat cleaned. Buff sat down on the grass and cleaned the mud off his coat with his tongue. The heavenly Father had made Buff's tongue rough, so that it would clean his coat nicely.

By and by Lucy and Buff played again. This time they kept away from the mud. Lucy chased Buff and Buff chased Lucy, around and around, and around and around.

Then all at once there came a noise like this — *kling, klang! kling, klang! fssssss!* Lucy stopped short with her eyes wide open. Buff stopped short with his ears straight up. *Kling, klang!* came the noise, nearer and nearer. *Kling, klang! fssssss!* It was the fire-engine hurrying to put out a fire. But Lucy did not know this and Buff did not know this. Buff and Lucy both thought the noise meant that something dreadful was coming to hurt them. So Lucy ran into the house as fast as she could run, and cried, "Mother, mother!"

Her mother took her up in her lap. "Don't be afraid," she said. "It's only the fire-engine. Fire-engines don't hurt little girls. They put out fires."

Lucy and her mother looked out the window and saw the fire-engine go past, *kling, klang! kling, klang! fssssss!*

"Where's Buff?" Lucy said. "Buff was afraid, too."

Buff had not run into the house. They could not see him anywhere in the yard.

"Buff! Buff! Buff!" Lucy called.

"Buff! Buff! Buff!" her mother called.

"Me-ow!" came the answer.

It came from up high somewhere. Lucy looked up. Her mother looked up.

"Me-ow! me-ow!"

Yes; it was Buff. Where do you suppose he was? At the tip-top of a tree.

"Come, Buff, Buff!" called Lucy's mother.

"He'll fall," Lucy said.

"No; Buff won't fall. The heavenly Father has given him sharp claws, to stick into the trees."

They watched him climb down, using his sharp little claws. Then they took him into the house and gave him a saucer of milk. He lapped it up with the red tongue that was a brush and a spoon, too. The heavenly Father had planned that.

I want to speak to the heavenly Father.

Dear heavenly Father, we children are glad you have given our pet cats warm fur coats and tongues for cleaning and feeding themselves, and sharp claws for climbing. Amen.

(The story may be repeated.)

Lesson 33. The Dog

Objects. Real dog, if taught at home. Picture of the dog on Block 7.

Song. "I Love Little Pussy" (to be sung to the children).

Would you like to hear the story of Lucy and Buff? Have you stroked your cat's soft fur this week? Has your cat washed himself with his rough tongue? Has he used his tongue for a spoon? Has he climbed a tree? The heavenly Father has given our cats everything they need, hasn't he? (Sing the song to the children.)

Who has a pet that is not a cat? (If a dog is mentioned, begin the conversation about dogs; if other pets are named, show interest, but do not prolong the talk.)

There is a pet that has four feet like a cat, but he is not a cat. He has a warm coat of hair, but it isn't as smooth as a cat's fur. He is usually larger than a cat. He can run fast, but he cannot climb a tree. Can you guess what pet I mean? Instead of *me-ow* he cries *bow, wow.* Now you all know.

Tell me about your dogs or any dogs you have seen. (Dogs are so common, the children will have much to say about them. Each

child should make some contribution toward this informal conversation. In the home the dog should be played with before the lesson.)

I have another story about Lucy. Once Lucy went to visit her grandmother. She could not take Buff, and grandmother had no cat.

"What shall I do without my Buff?" Lucy said.

"Grandmother has a playmate for you," her mother said.

The playmate for Lucy that grandmother had was — what do you suppose? A big yellow dog named Max. So at grandmother's Lucy and Max played together, just as at home Lucy and Buff had played together.

One day Lucy was chasing Max across the road, when all at once there was a noise. It was not the *kling, klang!* of a fire-engine this time. It was the toot of an automobile. Max wasn't afraid. He didn't run away. He just stepped one side. And Lucy wasn't afraid. She tried to step one side, but her foot slipped and she fell down. Max saw her fall. Quick as a wink he put his strong teeth in her dress and pulled her safely away from the big automobile.

"Good dog!" said the man in the automobile.

"Bow, wow! Bow, wow!" barked Max.

Lucy didn't say anything, She just put her arms around Max's yellow neck and hugged him. And I should have hugged him, if I had been Lucy, shouldn't you?

Dear heavenly Father, we are glad that we have dogs for pets, because you have made them so brave and such good friends of people. Amen.

(Examine the picture on the block and tell the story again.)

Lesson 34. Outdoor Friends

Objects. Picture of the birds on Block 7. Bird's-nest.

Pictures. Colored pictures of birds. The Perry Pictures Company and the Brown Pictures Company issue such pictures and many bird books have colored illustrations.

Blackboard. A nest. (See illustration for Easter Lesson.)

Bible Verses. The birds of the heaven have nests. — Matthew 8:20.

They sing among the branches. — Psalm 104:12.

OUR PETS

Tell me all about your pet cats. Tell me all about your pet dogs. Now I will tell you again the story of Lucy and Max.

Our dogs and our cats are not afraid of us, are they? Outdoors there are some little creatures that will be our friends, if we are careful not to frighten them. They can get away from us faster than a cat or a dog, for they have wings and can fly up in the air. What are these outdoor friends that can fly?

Did you ever see a bird that looked like this? or this? (Show several pictures.) What child can show me how a bird flies? Julia looks like a blue-bird in her blue dress, doesn't she? Let's all fly like birds. If a bird saw a cat coming, what would he do? Who knew little birds would have to hurry away from things that would hurt them, and gave them wings for flying? The heavenly Father thinks about little children and little birds, too, doesn't he?

What child can show me how a bird hops? John looks like a sparrow in his brown suit. Let's all be hopping birds. If a bird saw a worm or a bug or a crumb on the ground near him, how could he get it? Who do you think planned that little birds could hop after their food?

Could you know a bird was near if you didn't see it? How? Birds can sing, can't they? Who has heard a bird sing? I am glad that the heavenly Father taught little birds to sing, aren't you? (If you are able, imitate the songs of a few common birds.)

I am going to help a child make a picture of the bed where the baby birds stay. (Give a child brown crayon, and help him to make a rough drawing of a nest, by moving his arm in a circle. Show the bird's-nest. See illustration for Easter Lesson.)

The mother birds and the father birds make the nests in the branches for the baby birds. They know how to make them, because the heavenly Father taught them. How they sing among the branches! "The birds of the heaven have nests." "They sing among the branches." Let us all say this. (Repeat several times and make a prayer, thanking the heavenly Father for our little outdoor friends that can fly and hop about for food, and sing among the branches and make nests.)

Be very gentle with your little outdoor friends, and maybe you can tell me more about them next week.

Lesson 35. Being Kind

Objects and Pictures. Those used with the last three lessons. Pictures of the child feeding the cat and the child feeding birds on Block 7.

Bible Verses. The birds of the heaven have nests.
They sing among the branches.
Be ye kind. — Ephesians 4:32.

Song. "I Love Little Pussy."

Let's tell the story about Lucy and Buff. (Ask a child to find the cat on the block.) How must a child stroke the cat's fur, roughly or gently? How must we lift the cat? What can you get for your cat to eat? Would you leave him outdoors cold nights? Find the picture of a child feeding a cat on the block.

(Sing the song to the children.)

Let's tell the story about Lucy and Max. Find the dog on the block. How can children be kind to dogs? "Be ye kind." Let's all say it — "Be ye kind."

(Hold up pictures of birds.) Have you seen any of these little outdoor friends lately? Can you show me what they did? Did you hear them sing? Have you seen any birds'-nests? "The birds of the heaven have nests." "They sing among the branches." Who showed them how to fly and to hop and to sing and to make nests?

How must little children walk so they will not frighten their friends, the birds? How must we walk past a bird's-nest? Can we give the birds anything to eat? to drink? Let's say the verse about being kind. "Be ye kind." (Point out the picture of the child feeding birds.)

Dear heavenly Father, please help us not to forget to be gentle and kind to our cats and our dogs and the birds and all our pets. Amen.

TOPIC VIII

THE WORLD OF OUTDOORS

Wisdom comes with all we see.
God writes his lessons in each flower,
And ev'ry singing bird or bee
Can teach us something of his power.
— *Maud Lindsay.*

Lesson 36. Trees

Objects. Trees, if taught at home, or in a Sunday-school room from whose windows trees may be seen. Pictures of the apple-tree and the bird's-nest on Block 8. A branch of a tree bearing leaves. Nuts. Bird's-nest.

Blackboard. Fruits. (See illustrations for Lesson 4.)

Song. "Praise Song." (See Songs.)

Where do you like to play best, in the house or outdoors? Tell me what you play outdoors that you can't play in the house. When you get hot and tired, is there any cool place to sit? It is nice and cool under a tree, isn't it? Is there a tree in your yard, John? in yours, Lucy? Do you like to sit under it?

What little green things grow on trees? (Show the branch of a tree bearing leaves. Blow the leaves to illustrate how the wind moves them. Watch the trees outdoors and talk about their size and beauty, and listen to the sound of the wind in their branches.)

Does anything besides leaves grow on trees? (Draw rapidly an apple.) What is this? Apples grow on trees. (Show the picture of the apple-tree and draw several other fruits. See illustrations and directions for Lesson 4.) I have some other little things to show you that once grew on trees. (Show nuts.) If there were no trees,

we could not have apples or nuts or — (mention other fruits, letting the children join with you).

I have something else under my handkerchief that used to be in a tree. It did not grow there, but some little creatures built it there. They brought straws and string and dried grass to make it. They didn't bring these in their hands, because they haven't any hands. They brought them in their bills. They did not walk to the tree; they flew. What are they? And what do you guess I have here? (Show the bird's-nest and the picture on the block.) I do not know what birds would do without trees for their nests.

Let's play be trees and stretch out our arms for branches. We will play that the wind is blowing hard, and bend to and fro, as the trees bend. Now the wind is blowing gently and we must only bend a little. Now it is strong again. Now it is gentle. Change back into boys and girls and I will tell you a story.

Once there was a little boy who said:

"I want an apple red and sweet;
I want an apple round to eat."

He went to the pantry. There were no apples there. He went to the garden. There were no apples there. He went to the apple-tree. Here underneath the tree a round, red, sweet apple had fallen, and he sat down in the shade and ate it.

Near the little boy's house lived a squirrel and that very morning the squirrel stood under the nut tree and thought:

"I want some nuts to tumble down, —
Nuts all smooth and ripe and brown."

Just then the wind blew hard and down came one, two, three nuts. The squirrel picked them up and held them in his little paws and cracked them with his sharp teeth.

The nights were beginning to grow cold, so a robin was looking about for a warm place to sleep,—

"A place all snug and dark and warm,
Where little birds are safe from harm."

He found an evergreen tree with thick branches, and he flew to a branch, and tucked his head under his wing, and went fast asleep, all warm and cosy.

The nights were cold but the days were hot and sunny. The little boy's father walked home from the shop and he was so hot he thought:

"I want to rest beneath a tree;
A cool and shady spot there'll be."

So he rested beneath the same apple-tree under which the little boy had found the round, red apple. When dinner was ready, the little boy came there to call him and he was rested.

I think the little boy, and the father of the little boy, and the squirrel that lived near the little boy, and the robin were all glad for trees. What do you think?

Do you know who it was that thought about little boys and little boys' fathers, and squirrels and robins, when he made the trees grow? It was the heavenly Father. He made the trees grow for us. Shall we sing "Thank you"?

We thank the heavenly Father,
We thank the heavenly Father,
We thank the heavenly Father, kind and good.

Lesson 37. Flowers

Objects. Those used with the last lesson. Flowers of many kinds. Seeds. Pictures of flowers on Block 8.

Song. "Praise Song" (used with last lesson).

Would you like to play the story about the trees? Alice may be the apple-tree. You must stand straight and still. If there are any apples on you, your branches will hang down. Who will be the little boy that wanted an apple? John may say the rhyme:

"I want an apple red and sweet;
I want an apple round to eat."

(At home the mother should act out the story with her child.) Play go to the pantry. Are there any apples there? Play go to the garden. Are there any apples there? Play go to the apple-tree. What have you found? Play sit under the tree and eat the apple.

Now we will choose a child to be the nut tree, and another to be the squirrel. You may say the rhyme about what the squirrel thought:

"I want some nuts to tumble down, —
Nuts all smooth and ripe and brown."

The wind blows hard. See how the nut tree shakes. I think the squirrel can find some nuts underneath, and play crack them.

(Continue the play throughout the story. The story may be acted out twice, if the children enter into it heartily. Follow this by a little conversation about trees, and as you watch the trees outdoors or examine a leafy branch, express to God your gladness for trees.)

What other pretty things besides trees grow outdoors? Some of them smell sweet. They are red and blue and pink and purple and white and yellow. They grow in our gardens. Do you know what I mean? Yes, I am thinking about flowers. (Show the picture and real flowers, referring to them something as follows.) Here is one that smells sweet. You may all smell of it. Here is a red flower. Find me one white like snow; one the color of the sky; one like a little yellow sun (dandelion); one like a bell; one with yellow powder inside; one that looks like a little face (pansy); one that is soft as velvet. (Show seeds, letting the children feel them.) These are seeds. They don't look much like flowers, do they? But it is true that once all these pretty flowers were nothing but hard, little seeds away down in the earth. The sun warmed them and said, "Grow up into plants, little seeds!" The rain wet them and said, "Grow up into plants, little seeds!"

Pretty soon the little seeds split open and two tiny green leaves came out of each one. These tiny green leaves pushed up and up and up and up, till they came into the air. Then they were plants. The sun warmed the plants and said, "Make buds, little plants!" The rain wet them and said, "Make buds, little plants!" So the little plants made more green leaves and more and more, and at last each little plant had on it a little bud.

The sun warmed the buds and said, "Open into flowers, little buds!" The rain wet them and said, "Open into flowers, little buds!" and every little bud opened into a flower. Here's the one

that opened into a sweet flower. (Touch the various flowers as you mention them.) Here is one that opened into a red flower. Here is the one — (white like snow). Here is the one the color of — (the sky). Here is the one like a little — (yellow sun). Here is the one like a — (bell). Here is the one that has inside — (yellow powder). Here is the one that looks like a — (face). Here is the one soft like velvet.

Do you know who it was that thought about the flowers and sent his sun to warm them and his rain to water them? It was the heavenly Father. (Sing "Praise Song.")

Lesson 38. Beauty

Objects. Flowers. Sea-shell. Autumn leaf. Any beautiful object of nature. A prism. Pictures of the sea-shell and the child with autumn leaves on Block 8.

Pictures. Pictures of birds used with Lesson 34.

Blackboard. Marks of various colors.

Song. "Praise Song" (used last week).

Let us tell the story of the little seeds that grew into flowers. (Commence the story, waiting for the children to fill out the sentences.)

How pretty the flowers are! I am glad for them, aren't you? Can you think of some other pretty things there are outdoors of this color? (Make a mark of green on the blackboard.) Yes; the trees are green. The grass is like a green carpet. Ferns are green. (Show any green objects of nature you have brought. Make a mark of red.) Who has seen anything pretty of this color? Yes; there are red flowers. Have any birds red feathers? (Show pictures of scarlet tanager, red-headed woodpecker, etc.) Do you ever see red in the sky at bedtime? (Continue in a similar fashion with other colors, showing the objects you have brought of these colors. Hang the prism in a window so that the spectrum will fall where the children can see it.) All the pretty colors come from the sun. See! I have caught a sunbeam to show you. Can you see red in it?

orange? yellow? green? blue? violet? (Show the block and ask the children to find pretty things on it.)

I want to speak to the heavenly Father. Dear heavenly Father, it makes us happy because there are so many pretty things outdoors. Amen. (Sing "Praise Song.")

There are beautiful things to see outdoors and beautiful things to hear. One day I was walking outdoors and I heard a song like this — *sweet-sweet-sweet-trrrrrr!* It was a little brown bird singing. I sat down under a tree all full of apple blossoms, and I heard a soft *bzzzzzzz-hmmmmmmm!* It came from bumble-bees that were getting honey. By and by I heard a whistle. It wasn't a boy whistling, but what do you suppose it was? A bird, and it had such a sweet whistle! Then down by the pond the frogs began to peep — *prrrrrr!* I passed a pine tree and the wind made music in the pine tree like this — *sssssssssssss.* Then the birds began to sing together, big birds and little birds, bluebirds and blackbirds. They trilled, *trrrrrr,* and they whistled and they put their little heads back and sang and sang and sang. It made me feel like singing. (Sing "Praise Song.")

Lesson 39. Review

(Connecting the last two topics)

Objects and Pictures. Those used with the last seven lessons.

Bible Verses. Be ye kind. The birds of the heaven have nests. They sing among the branches.

Song. "Praise Song."

Let's tell the stories about Lucy and Buff and Lucy and Max. (Stories in Lessons 32 and 33.) Who can find me a picture of a cat? a dog? any other little outdoor friends? I will sing to you the little verse that commences, "I Love Little Pussy." Let us say the verse about being kind. What do you do to be kind to your cat? your dog? the birds? Have you heard the birds singing? "The birds of the heaven have nests." "They sing among the branches." Have you heard any other pretty sounds? (Sing "Praise Song.")

Now we will tell the story about the trees. (Dramatize this story as before, if the children suggest doing so.) What of the pretty things have you seen outdoors? Tell me what little children can do to take care of flowers.

Dear heavenly Father, please help us to help take care of all the things that make us happy — our cats and dogs and the trees and flowers and pretty things outdoors. Amen.

TOPIC IX

OURSELVES

The eye cannot say to the hand, I have no need of thee; or again the head to the feet, I have no need of you. — *The Apostle Paul.*

Lesson 40. Our Fingers

Objects. The children's fingers. Pictures of the girl cutting out a picture, and the girl picking flowers on Block 9.

I have a story to tell you. Once upon a time there was a little girl named Kate. Kate went outdoors to pick a bunch of flowers for her mother. If you had seen Kate picking the flowers, you would have thought she was all alone. But really and truly there were ten little people helping her. Who do you suppose these ten little people were? Why, the Right Hand Family — one, Mr. Thumb (touch as named); two, Mrs. Fore Finger; three, Master Middle Finger; four, Miss Ring Finger; and five, Little Baby Finger; and the Left Hand Family — six, Mr. Thumb; seven, Mrs. Fore Finger; eight, Master Middle Finger; nine, Miss Ring Finger; and ten, Little Baby Finger. The Right Hand Family picked the flowers, like this (act out) and the Left Hand Family held them in a bunch. Kate's mother said, "Thank you, Kate, for using your ten fingers for me."

Kate was hungry and went to the cooky jar. Who do you suppose took off the cover? The Right Hand Family. And who do you suppose took out a cooky? Right Hand Mr. Thumb and Mrs. Fore Finger. Master Middle Finger helped carry the cooky to her mouth and the Left Hand Family brushed away the crumbs. (Act out.)

Kate's mother said she could cut out pictures. But she could never have cut out a single picture if those ten little people had not helped her. Right Hand Mr. Thumb and Mrs. Fore Finger held

the scissors like this (illustrate) and the Left Hand Family held the pictures, and this is the way she cut. (Illustrate.)

The baby woke up from his nap and wanted his rattle and his ball and his rubber dog. He kept dropping them on the floor. *Bang* went the ball. *Ting-a-ling* went the rattle. *Squeak* went the rubber dog. Each time they fell Kate handed them back. But she never could have given the baby his toys, if the ten little people had not helped. Sometimes the Right Hand Family would all reach around the ball. Sometimes the Left Hand Family would all squeeze the rubber dog, till he squeaked and squeaked and squeaked. Sometimes Mr. Thumb and Mrs. Fore Finger would hand the rubber dog up by his tail. Sometimes Kate would swing the rattle on Little Baby Finger. (Act out.)

Kate's father came home and wanted his slippers. Kate could never have brought them to him if both Finger Families had not helped, for it took all Right Hand Family for one slipper and all Left Hand Family for the other slipper. (Act out.)

Then bedtime came and bedtime was always story-time. So Kate's mother told her a story. While she told it the five little people of Kate's Right Hand Family crept close to the five little people of her mother's Right Hand Family, like this (illustrate) for they are very loving families. Somehow, this made Kate feel how glad she was that she was her mother's little girl. And do you know, the story Kate's mother told her was the very same story that I have told you.

(Show the pictures on the block. If the children ask to have the story told again, do so, shortening or omitting altogether the following conversation.)

Let's clap our Finger Families softly against each other. (This may be done to a tune played lightly.) Let's make the fingers bow to each other. (Sing "The Greeting," used with Lesson 20.) Show me Mr. Thumb of both families. Is he tall? strong? Show me Mrs. Fore Finger. Does she work hard? Show me the tallest ones of the families — the babies — the ones that wear the rings. Tell me some things your Finger Families do for you — for your fathers — your mothers — your baby brothers and sisters.

Aren't you glad we all have Finger Families? Let's tell the heavenly Father so.

Dear heavenly Father, we are glad that we have Finger Families to help us eat and pick up things and carry things to our mothers and fathers and the babies. Amen.

Lesson 41. Our Feet

Objects. The children's feet. Picture of the girl running on Block 9.

Song. "Praise Song."

Shall we tell the story about Kate and the ten little people that helped her? Tell me how these ten little people have helped you this week.

There is more to the story. Kate never could have picked the flowers for her mother, if two helpers had not carried her outdoors. These two helpers ran and jumped and skipped. They were Kate's two — what? Show me your right feet. Show me your left feet. Right Foot and Left Foot were two good helpers of Kate. They took her to the cooky jar that time she wanted a cooky. They carried her to get her father's slippers.

Once Kate's grandmother said, "My feet are old and lame. I wish I had some young, strong feet to work for me."

Then Kate said, "Here's Right Foot!" and Right Foot went *stamp, stamp!* And Kate said, "Here's Left Foot!" and Left Foot went *stamp, stamp!*

"Let them run to the store, so you can get me some peppermints," said grandmother.

"Run, Right Foot!" said Kate. "Run, Left Foot!"

They ran and ran. When Right Foot was ahead, Left Foot was behind. When Left Foot was ahead, Right Foot was behind. They were never side by side. In this way they took Kate to the store and she bought the peppermints for grandmother. Grandmother gave Kate two to eat — a pink one and a white one.

Then grandmother said, "Let Right Foot and Left Foot march out in the hall and up-stairs and into my room, so you can bring down my thimble."

"March, Right Foot!" said Kate. "March, Left Foot!"

Right Foot and Left Foot marched and marched, *tramp, tramp, tramp,* out into the hall, and up the stairs, and into grandmother's

room, while Kate got the thimble. Then they carried her out into the hall, and down the stairs, and back to grandmother.

Grandmother said, "Let Right Foot and Left Foot skip across the lawn to the letter-box and drop in this letter."

"Skip, Right Foot," said Kate. "Skip, Left Foot!"

Right Foot and Left Foot skipped to the letter-box and Kate dropped in the letter and they skipped back again.

Then grandmother said, "Right Foot must be tired and Left Foot must be tired. Cross them and let them rest." So Kate sat down and crossed Right Foot over Left Foot, and they rested while grandmother told Kate a story.

I want you to stamp lightly with Right Foot and Left Foot — walk with them — skip — march. Now tell me something Right Foot and Left Foot can do for your mothers — your fathers — your brothers or sisters — yourselves.

Who planned that children should have a Right Foot and a Left Foot to be their helpers? Let us say "Thank you" to the heavenly Father.

(Sing "Praise Song," and show the picture.)

Lesson 42. Our Eyes

Objects. The children's eyes. Beautiful objects of nature. Attractive pictures. A bright ball. A prism. Pictures of the girl picking flowers and the girl cutting out a picture on Block 9.

Shut your eyes. Come to me with your eyes shut, Mary. Right Foot and Left Foot cannot help very well, if Two Eyes do not show them where to go. Shut your eyes, Harold. Pick up the flowers on my table. The Finger Family cannot help you, if Two Eyes do not show them where things are. Let us tell the stories about Kate and her helpers. (At the end of each incident, speak of the part played by Two Eyes. For instance, "Kate's Finger Family never could have picked the flowers, if Two Eyes had not shown where they grew." Show the pictures.)

Tell me some pretty things in this room that Two Eyes show you. (If the children do not notice them, bring to their attention the pictures and objects of nature. Ask a child to shut his eyes and put in his hands the ball.) How does this feel? Can your Finger

Family tell what color the ball is? Open your eyes and look at it. You didn't know what a pretty ball it was, till Two Eyes told you, did you? (Do similarly with the block and possibly with an object of nature. Ask another child to close his eyes, while you hang the prism in the window, letting the spectrum fall upon him.)

Touch your blouse, William. There is a pretty thing like a rainbow there. No; the Finger Family cannot feel it. Only Two Eyes can show it to you. Now open them and look!

Tell what pretty flowers Two Eyes show us — pansies and dandelions and — (let the children continue). Tell the things in your house Two Eyes show you. What is there up in the sky at night that Two Eyes show you? Could your Finger Families touch the stars? Could Right Foot and Left Foot carry you to the moon?

I am glad for Mr. Thumb and Mrs. Fore Finger and Master Middle Finger and Miss Ring Finger and Little Baby Finger. I am glad for Right Foot and Left Foot. But I think I am gladdest of all for Two Eyes. There are Elsa's blue eyes and John's brown eyes and — (mention all the children's eyes). I suppose you all know who it is that gives each little girl and little boy Two Eyes, so they can see how to use Right Foot and Left Foot and their Finger Families, and so they can see all the pretty things in the world. Shall we tell the heavenly Father we are glad for our eyes? Can you think of some ways you can use your Two Eyes for mother? father? the baby? How is the little girl on the block using her eyes?

Lesson 43. Our Ears

Objects. The children's ears. Picture of the girl waking up on Block 9.

Tell me some of the pretty outdoor things you have seen with your Two Eyes. What things in the house do you love to look at? Have your Two Eyes found anything that was lost? Have you used Two Eyes for anybody who cannot see very well? What other nice things have your Two Eyes done for people?

I have another story about Kate. One morning Kate lay in her little bed, fast asleep. Right Foot and Left Foot were lying very still. Both the Finger Families were quiet. Two Eyes were tight shut.

Now, down-stairs breakfast was almost ready. It was just the kind of breakfast Kate liked, too — cereal and red strawberries and an egg and little biscuits. Right Foot and Left Foot would take her to breakfast, and the Finger Families would help her eat it, and Two Eyes would show it to her. But Kate did not know breakfast was ready. Two Eyes could not see it, for it was away down-stairs, and, anyway, Two Eyes were tight shut. Right Foot and Left Foot would not take Kate to breakfast until she told them to. The Finger Families were all ready to help her eat, the minute they were asked.

Then from down-stairs came a noise like this — *ting-a-ling-a-ling!* It was the bell that said it was time to get up and get dressed for breakfast. Two Eyes could not see the bell, so they could not tell Kate it rang.

Kate had two other helpers that told her things. They were Two Ears. Two Ears heard the bell ringing, *ting-a-ling*, and told Kate. Then Two Eyes popped open. Right Foot and Left Foot jumped out of bed. The Finger Families helped her dress, and as soon as breakfast was on the table, there was Kate, all ready to eat.

Two Ears did much for Kate that day. When the band played, Two Ears told her. Her pet kitten was at the door, crying "Meow, meow!" Two Ears told her, and she let him in. Two Ears told her the birds were singing outdoors. Two Ears told her the chickens were peeping. Two Ears told her her father was coming with the automobile to take her to ride. Kate could never have heard her mother tell stories, if Two Ears had not helped her. So Kate was glad as glad could be for her Two Ears.

And Kate's grandmother was glad for Kate's Two Ears. For the grandmother's Two Ears were so old they did not hear well. So when Kate's new Two Ears heard things that grandmother's old Two Ears could not hear, she told about it.

"Grandmother!" she said, very loud, "my Two Ears say somebody is ringing our bell." Then grandmother went to the door.

"Grandmother!" Kate said, "Two Ears tell me the birds are singing." And grandmother pretended to listen.

"Grandmother!" Kate said, "the clock struck three." And grandmother knew it was time for her medicine. So, as I said,

grandmother was glad as glad could be for Kate's Two Ears. (Show the picture.)

And I think you are glad for your Two Ears, aren't you? Touch them. What have your Two Ears heard, Anna? What have your Two Ears heard, John? I want to speak to the heavenly Father.

Dear heavenly Father, we are glad for our Two Ears that hear so many pleasant things. Please help us to use them for people whose Two Ears are old. Amen.

Lesson 44. Review

Objects. Those of the last four lessons.

Song. "Praise Song."

I want every child to touch the two helpers that carry you around, that run and skip and walk and march, just as you tell them to. Now touch the two helpers that see things. Now touch the ten helpers that pick up things. Now touch the two helpers that hear things. I wouldn't like to be without my helpers, would you? I think a great deal of Two Ears and my Finger Families and Right Foot and Left Foot and Two Eyes.

Let's tell all over again the stories about Kate and her helpers. (Tell them, using the pictures and letting the children help as much as possible.) Now let's each tell what Two Ears have done for somebody else — Two Eyes — Right and Left Foot — the Finger Families.

(A good ending is to go about looking and listening, preferably outdoors, and then sing the song of thanks for fingers, feet, eyes and ears, referring to the picture of the child thanking.)

TOPIC X

LITTLE DUTIES

Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God. — *The Apostle Paul.*

Lesson 45. Tidiness (Water)

Objects. A covered dish of water. Picture of the boy washing his hands, on Block 10.

What do you guess I have in this dish? It is something we drink when we are thirsty. Who knows? Look in and see. Yes; it is water. Mary, do you drink a big cupful of water, when you are thirsty? Who gives it to you? John, what does mother do with water when your face is dirty? Do Right Foot and Left Foot have to be washed? the Finger Families? Two Ears? We could not keep sweet and clean without water, could we?

I have a story to tell you about a little boy whose name was Ted. One day Ted had been making mud pies, so his hands were very dirty. He had been eating bread and jelly, so his mouth was very dirty. He had taken off his shoes and stockings and walked barefoot, so his feet were very dirty. The bread and jelly were on his blouse, too.

His mother called from the house:

"You're the dirtiest boy that ever was seen,
Come! let good friend Water make you clean."

But Ted just cried and said, "I don't want to be clean."
Then his mother came out and said:

"We will walk and walk, and then we'll see
The animals and how clean they'll be."

They walked and they walked, till they came to the duck pond, where the ducks were swimming in the water. They were very white and clean. Ted's mother said:

"Keep away from Ted, clean ducks, for see!
He is just as dirty as he can be."

Ted felt sorry, for he liked to feed the ducks.

They walked and they walked, till they came to the field where the red cow stayed all day. There the red cow stood in water, up to her knees. Ted's mother said:

"Keep away from Ted, clean cow, for see!
He is just as dirty as he can be."

Ted felt sorry, for he liked to give the red cow clover.

They walked and they walked, till they came to the barn. There sat Tabby Cat, and she was washing herself with her tongue. Ted went up to stroke her. His mother said:

"Keep away from Ted, clean cat, for see!
He is just as dirty as he can be."

Ted felt sorry, for he liked to stroke Tabby Cat.

They walked and they walked, till they came to the pig-pen. There the big pig was putting his feet in his dinner. Ted's mother said:

"Come close to Ted, dirty pig, for see!
You are exactly as dirty as he."

But Ted didn't wish to go near the big pig. He said, "Mother, I want you to make me all clean, like the ducks and the cow and the cat."

So Ted's mother took him into the house and washed his Finger Families and his face and Two Ears and Right Foot and Left Foot with good friend Water, and put on a clean suit. Then they went to walk again.

They walked and they walked, till they came to the duck pond, where the ducks were swimming, so very white and clean. Ted's mother said:

"Come close to Ted, clean ducks, for see!
He is as clean as clean can be."

Then Ted threw some bread crumbs in the water, and the ducks ate them.

They walked and they walked, till they came to the field where the red cow stayed all day. There she stood in water, up to her knees. Ted's mother said:

"Come close to Ted, clean cow, for see!
He is as clean as clean can be."

Then the red cow came out of the water and Ted gave her a bunch of clover.

They walked and they walked, till they came to the barn, where Tabby Cat sat washing herself with her tongue. Ted's mother said:

"Come close to Ted, clean cat, for see!
He is as clean as clean can be."

Then Ted stroked Tabby Cat.

They walked and they walked, till they came to the pig-pen, where the big pig was putting his feet in his dinner. Ted's mother said:

"Keep away from Ted, dirty pig, for see!
He is as clean as clean can be."

They walked and they walked to the garden. There they saw a little bird taking a bath in a pool of good friend Water. Ted's mother gave the flowers a bath of good friend Water. Pretty soon they ran into the house. Why, do you suppose? Because drops of good friend Water were coming down. Where from? Why! from the sky. The heavenly Father was sending them, so that everything might be clean — children and flowers and birds and animals. Find the picture of Ted washing his hands. Shall I tell you the story all over again?

Lesson 46. Promptness (The Clock)

Objects. A clock. Pictures of the clock and the child ready for bed on Block 10.

Song. "Clock Song" (to be sung to the children. See Songs).

Bible Verse. Be ready. — Titus 3:1, last clause.

Should you like to hear the story about Ted and good friend Water? (Tell exactly as before.) Has good friend Water kept your Right Foot and Left Foot clean? Two Ears? Right Hand

Finger Family? Left Hand Finger Family? Let me see how many clean faces I see — how many clean hands.

There is another good friend of ours, besides friend Water. This friend is always in the house. It makes a noise, but it isn't a dog or a cat, or any animal. It has hands, but it is not father or mother or any person. Sometimes this good friend stands on the shelf. Sometimes it stands on the table. Sometimes it hangs on the wall. It sounds like this — *tick, tock, tick, tock, tick, tock!* (Show a clock, if possible one having the pendulum in sight. Imitate the sound. Point out the hands. Ask the children to find the picture of the clock on the block.) Let's play be clocks. (Stand, swinging the right arm back and forth and saying, *tick, tock!* Sing to the children the first verse of "Clock Song.")

Tick, tock, tick, tock, tick, tock, tick, tock!
Each morning calls our good friend Clock.
"O sleepy-head, get out of bed!
Be clean and sweet; it's time to eat!"
Tick, tock, tick, tock, tick, tock, tick, tock!
Each morning calls the clock.

Shall I sing it again while you swing your arms? again? What do you think would happen if children did not mind our good friend Clock when it calls, "O sleepy-head, get out of bed"? Why! they would not get dressed in time for breakfast. "*Tick! Tock!* Be read-y!" says good friend Clock.

Does our good friend Clock tell when it is time to use our good friend Water? What do you think would happen if children did not mind good friend Clock when it calls, "Be clean and sweet"? Why, they would be dirty little children, not ready for breakfast. "*Tick! Tock!* Be read-y!" says good friend Clock.

What do you think would happen if children did not mind good friend Clock when it says, "It's time to eat"? Why! breakfast would get cold or the children would go hungry. "*Tick! Tock!* Be read-y!" says good friend Clock.

Little children must be ready to go to sleep when good friend Clock tells them to. Shut your eyes and play go to sleep, while I sing about it.

Tick, tock, tick, tock, tick, tock, tick, tock!
At evening sings our good friend Clock.
"The day is done, the night's begun.

Oh! rest and sleep, while bright stars peep."
Tick, tock, tick, tock, tick, tock, tick, tock!
At evening sings the clock.

What do you think would happen, if children did not mind our good friend Clock when it says, "Oh! rest and sleep"?

Why! they would be so tired and so sleepy, they would not know what to do.

I want to speak to the heavenly Father.

Dear heavenly Father, please help us to mind when our good friend Clock tells us it is time to get up, or bathe, or eat, or go to sleep. Amen.

Shall we have the whole song again? (Show the picture of the child ready for bed on the block.)

Lesson 47. Gentleness in Play

Objects. A clock. Pictures of children at play on Block 10.

Who sees a good friend of ours in this room? John, what did good friend Clock tell you to do this morning? Mary, what did good friend Clock tell you to do last night? What else did good friend Clock tell you? (Sing the verses used with the last lesson.)

Sometimes good friend Clock says, "It's time to play." Then the children are happy. What do you like to play, Ruth? Alice, what do you like to play? Do you ever play "Ring-a-round-a-rosy"? Do you ever play "The farmer in the dell"? Do you ever play "Hide-and-seek"? (Show the pictures on the block of children playing.) I have another story about Ted to tell you.

Once Ted had a birthday party. He was four years old. And because he was four years old, there were just four children at his party. There were Ted and Fred and Fay and May.

Ted was just four years old. Fred was almost four years old. Fay was just three. May was three and a half.

Ted said, "Fay, what shall we play?"

Fay said, "'Ring-a-round-a-rosy.'"

So they took hold of hands and danced round and round and sang, —

"Ring-a-round-a-rosy,
Pocket full of posy,
Shoo!"

And they all fell down. Fred pulled little Fay down, *bang!* Little Fay began to cry. Ted pulled May down, *bang!* Little May began to cry.

Ted's mother said, "Careful! Big boys must be gentle with little girls."

So they all stood up and took hold of hands and danced round and round again and sang, —

"Ring-a-round-a-rosy,
Pocket full of posy,
Shoo!"

Then they all fell down. But Ted pulled very gently and Fred pulled very gently, so Fay did not cry; she laughed. And May did not cry; she laughed.

Ted's mother said, "Good! that's the way to play."

They stood up and played "Ring-a-round-a-rosy" again. Then they played it again. They kept playing it over and over and over again. After the first time Ted and Fred were always gentle with little Fay and little May. They did not cry when they said "Shoo!" and fell down; they laughed.

Then Ted said, "I want to play 'Hide-and-seek.'"

Ted shut his eyes and the other children hid. Fred hid behind the door and Ted found him. May hid under the sofa and Ted found her. But little Fay just shut her eyes and put her head in the sofa pillow and thought she was hidden. Ted started to pull her up.

His mother said, "Careful! Be gentle with little Fay."

Ted helped her up very gently. Little Fay laughed.

Then little Fay shut her eyes, and Ted and Fred and May all hid in easy places, so she could find them. They played "Hide-and-seek" a long time, then Ted said, "Let's swing."

Fred pushed him up, up, up, high.

"I'm not afraid!" Ted cried.

Then May swung and Ted began to push her.

"Careful!" Ted's mother called. "Remember she is a little girl."

So Ted swung May just a little way. She laughed and clapped her hands.

Ted's mother called, "Supper's ready!" and they went into the house. What do you suppose they had for supper? Sand-

wiches and lemonade and cookies and ice-cream and a birthday cake.

There were four candles on the cake, because Ted was four years old. The children all tried to blow them out. First Fred tried, *puff, puff!* Only one candle went out. Then May tried, *puff, puff!* Not a candle went out. Then Fay tried, *puff, puff!* Another candle went out. And last Ted tried, *puff, puff!* and the other two candles went out.

Then they each ate a slice of the cake, and after that Fred and May and Fay went home, and Ted went to bed.

When Ted said his prayers, he told the heavenly Father, "I'm glad I had a birthday and a party."

And Ted's mother said, "I'm glad I have a little boy who is gentle at play with little girls."

(An appropriate ending at home will be playing one of the games mentioned.)

Lesson 48. Review

(Let this review be of the two stories of this section, and the clock rhymes, or a choice by the children of any two stories told during the year. This will give an idea as to what stories have made the most impression. It will be necessary to mention the names of the stories or something about them. Intersperse appropriate conversation and possibly a song.)

SPECIAL LESSONS

Thanksgiving Lesson

(For the Sunday before Thanksgiving)

Song. A simple song of thanks, such as, "Father, We Thank Thee for the Night," or the refrain of "Can a Little Child like Me," both found in many song books, or "Praise Song."

At Charlotte's house everybody was busy. Her mother was stirring cake in a big bowl, round and round and round. (Use motions.) Her grandmother was chopping nuts, chop, chop, chop. (Use motions.) The cook was stuffing a big, fat turkey with bread crumbs. For the next day was one of the very nicest days. What day do you think it was? Why, Thanksgiving Day! Perhaps your mother will stir up cake for Thanksgiving Day. Let's play stir cake, round and round. Perhaps your grandmother will chop nuts for Thanksgiving Day. Let's play chop nuts. Perhaps your cook will stuff a big, fat turkey with bread crumbs. (This will lead to little confidences about preparations for Thanksgiving in the children's homes. If the lesson is taught at home, let the children share your plans.)

Company was coming to Charlotte's house for Thanksgiving — Aunt Lucy and Cousin Maude. So cook swept the guest-room, sweep, sweep, sweep. (Use motions.) Mother dusted the guest-room, so that the dust flew out of the windows. (Use motions.) Mother and grandmother made up the bed like this (illustrate) and the guest-room was all ready for Aunt Lucy and Cousin Maude.

William, is any company coming to your house for Thanksgiving? Ruth, is any company coming to your house? (If the lesson is taught at home, plan little things the children can do to prepare for guests, or gifts they can take to anybody they are to visit.)

When Thanksgiving Day came, Charlotte and her father and mother and grandmother and Aunt Lucy and Cousin Maude all sat down to their fine dinner. They had turkey and potatoes and

pies and cake and ice-cream and oranges and nuts. They knew that these things were all presents from the heavenly Father. They were so glad for them that they said "Thank you," to him. They were so glad to be together that they said "Thank you," again. I suppose that is what you will do on Thanksgiving Day, Mary, and you, John, and you, Ruth. (Continue with all the children's names.)

Let's tell things to eat that make us glad. (If you can draw rapidly, make pictures of the articles of food mentioned.) We do not need to wait till Thanksgiving Day to say "Thank you." We can say it now. (Name each article of food that has been mentioned.)

Let's tell what clothes make us glad. (The children will probably touch their new shoes, hair ribbons, suits, etc.) They are all presents from the heavenly Father. Now I will say "Thank you" to him. (Name each article of clothing that has been mentioned.)

Let's tell other things that make us glad. (If the children are slow to respond, ask them if they are not glad for their dolls and blocks; for their baby sisters and brothers; for flowers and birds; for cats and dogs. These suggestions will lead them to think of more things.) These are all presents from the heavenly Father. I will say "Thank you" to him.

Don't forget to say "Thank you" to the heavenly Father on Thanksgiving Day. Sometimes we say it and sometimes we sing it. (Close by singing a simple song of thanks. If in the home, begin teaching it, learning a little each day, till at Thanksgiving Day it can be sung before dinner.)

Christmas Lesson, I

(For the Sunday before Christmas)

Object. A child's stocking.

Picture. LeRolle's "Arrival of the Shepherds." (Brown Picture, 390.)

Song. A very simple Christmas song, such as "Little Lord Jesus," in this book, or first verse of "The First Christmas," from "Songs and Games for Little Ones," by Jenks and Walker.

What lovely day is coming? (Hold up the stocking.) What do you do with something like this at Christmas? Fred, do you remember hanging up your stocking last Christmas? What did you find in it? What did you find, Grace?

(This will lead to conversation about Christmas presents. Even a child too young to remember well the last Christmas will have heard it talked of at home. Santa Claus will no doubt loom large. The only difficulty with this delightful myth is that it is made too literal by most parents, who state as an absolute fact the visit of the Christmas saint, encourage their children to leave food for him on the hearth, point out his reindeer's tracks in the snow, and take them to see the disillusioning and numerous department store Santa Clauses. Where the old tale is made mysterious and told with smiles and nods, and when the many questions are answered with a half-laugh and a "Hush! who knows? Of course I haven't seen Santa Claus!" the awakening to the conception of the good saint as a personification of the Christmas spirit is no more a shock than the realization that fairies exist only in imagination. Such wise parents will explain the Santa Claus of store or Sunday school as somebody playing Santa Claus, and the charming, mysterious tale will gradually assume the aspect of a kind of game. The Sunday-school teacher will do well to treat any reference to Santa Claus in this spirit of gay mystery, and then continue as follows):

But wouldn't you like to know the real story of the very first Christmas of any? Listen, and I will tell you.

Long, long ago the little children did not hang up their stockings the night before Christmas. They did not have any Christmas tree with presents on it. They did not wake each other up Christmas morning by saying, "Merry Christmas!" Why, do you suppose? Because there wasn't such a thing as Christmas. And then came the day before the very first Christmas, only nobody knew that the next day would be Christmas.

A woman was riding on a donkey. Her name was Mary. A man led the donkey. His name was Joseph. Joseph and Mary wanted to get to a town before night came. But Mary was so tired she had to ride very, very slowly. There were other people going to the same town. They didn't go slowly. They hurried.

At last the donkey brought Mary to the town, and to the hotel. But the other people had got there first. Every room was full. Where could tired Mary rest? Joseph went behind the hotel. There he found a dark place in the rocks, where the cows and the sheep came to eat and lie down. There he took Mary. And there that night a tiny baby boy was born. It was the baby Jesus and Mary was his mother.

There was no bed to lay the baby on. There was no cradle. There were little boxes, where the hay was put for the cows to eat. These were called mangers. Mary laid her baby in a manger on the hay.

Outside on the hill the shepherds were taking care of their sheep. The sheep were sleeping. The lambs were sleeping. The shepherds were awake, watching.

All at once a light shone around them. They looked up. There beside them stood an angel. They were afraid. The angel said, "Do not be afraid, for I bring you good news. There is a baby born. He is lying in a manger."

Then the sky was filled with angels, all bright and shining, and they sang and sang about the baby Jesus, and how he had come to make people happy, and that it was the first Christmas Day.

When the song was over, the angels went away. The shepherds hurried down the hill to the hotel to find the baby Jesus. There was no baby there. They went behind, to the place where the cows and sheep came to eat and rest. There they found Mary and Joseph and the baby Jesus. He was not on a bed. He was not in a cradle. He was lying in a manger on the hay.

It was the first Christmas. The baby Jesus was the first Christmas present. And ever since there have been Christmas, and Christmas trees, and stockings hung up, and stories of Santa Claus, and Christmas songs, because of that very first Christmas of any.

(Show the picture. Sing to the children the Christmas song, in which some of them may join. If the lesson is taught in the home, the children may learn a little each day, and be able to sing it Christmas Sunday and Christmas Day.)

Christmas Lesson, II

(For Christmas Sunday)

Objects. Drawing in color of a large Christmas tree. Gifts suitable for the members of a family, of a size to compare with the tree, cut from magazines, or papers. The effect will be better if these are colored.

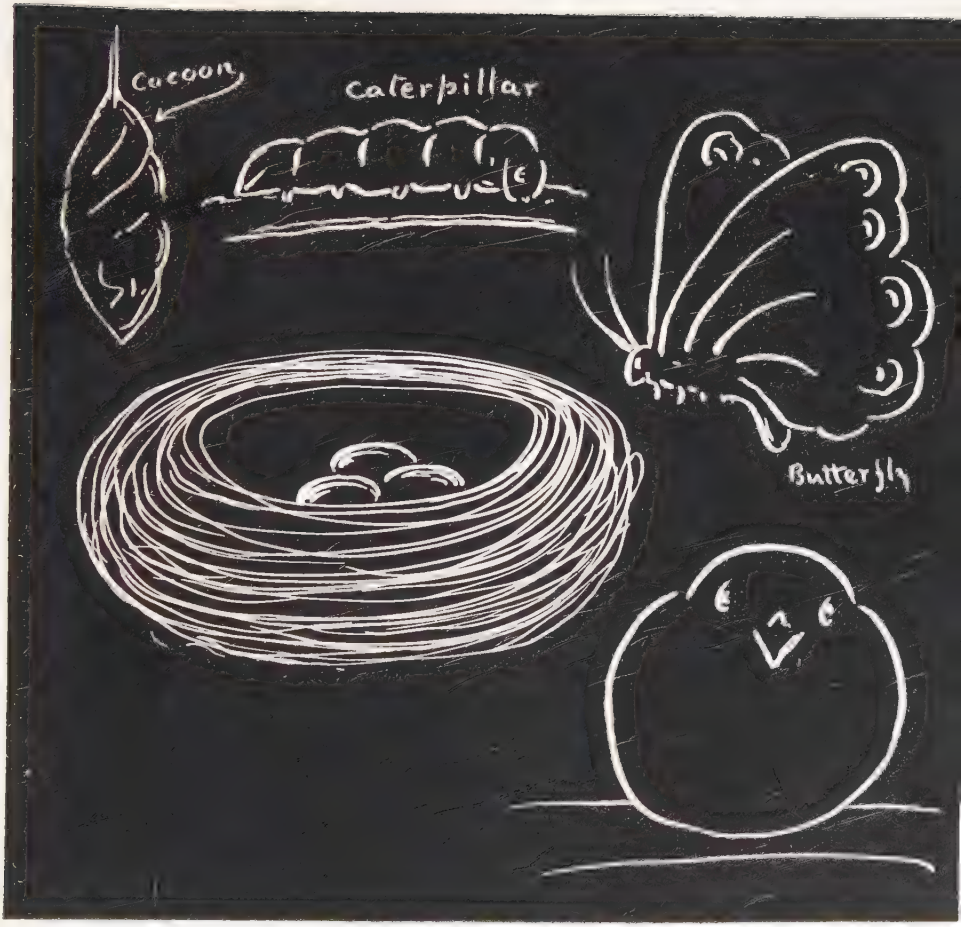
Songs and Picture. Same as those used with the last lesson. "Merry Christmas," in this book.

(Greet each child with the song, "Merry Christmas," in which, after numerous repetitions, some of them will join. In the home sing it to each member of the family. Show the drawing of a Christmas tree.) We will play this is the Christmas tree for a mother and a father and a little boy and a little girl and a baby. I have some pictures of presents. You may each pick out one and we will fasten them on the tree. Roger, what have you? A ball? Where shall I paste it? Yes; the ball will look pretty on the tip-top. Will the ball be for the father? the mother? the little boy? It looks like a soft ball, so I think it might go to the baby. Who has found a nice present for the mother? Where shall I paste the teapot, Sara? I think the mother will like that. What a fine horn you have, John! We'll put that here at the end of a branch. Who will have the horn? I think it will be the little boy. Can anybody find a doll for the little girl?

(Continue something in this way, the idea being to arouse interest in a tree, which holds gifts for each member of the family. After the gifts have all been pasted on, draw yellow candles here and there.)

Marjory, play you are the little girl. What will come to you from the Christmas tree? John, play you are the little boy and touch the presents you will have. Who wants to play be the baby? the father? the mother?

Now we must sing our Christmas song. (Show the picture.) What is this picture about? I will tell you again the story of the first Christmas. (Tell exactly as before, ending by examining the picture again and singing the song.)



Blackboard Illustrations for Easter Lesson

Easter Lesson

Objects. A bare twig and pussy-willows. A cocoon, a bulb, and an Easter lily plant.

Blackboard. Drawings of cocoon, caterpillar, bird's-nest and chicken. (See illustration.)

Tell me some nice days. There is Christmas and — (birthdays and Thanksgiving Day will probably be mentioned). Did you know that today is a special day? It is called Easter. A good little children's name for Easter is Wake-Up Day.

Last night, when you went to bed and the light was turned out, could you see anything, even if your eyes were wide open? Did your room look different this morning? What was it made the room light? Yes, the sun waked you up.

Now, winter was the night of the flowers and trees and butterflies and Easter is their morning. At Easter the sun wakes them up.

All the cold winter the trees have been sleeping. There have not been any leaves dancing on the branches, or any flowers growing there. They have looked like these. (Show bare branches.) At Easter time the sun says, "Wake up!" and this is how some of the trees look when they wake up. (Show pussy-willows.) You see how much prettier they are waked up than they were sleeping.

Some crawling caterpillars (draw) have been asleep all winter in soft cradles like this. (Show or draw a cocoon.) At Easter the sun says, "Wake up!" and out from the cradles fly butterflies like this. (Draw a butterfly.) You see how much prettier caterpillars are when they wake up butterflies.

At Easter from eggs come chickens (draw) and birds come back and make nests like this (draw) and lay eggs in them.

All winter the Easter lily has been sleeping. This is the way an Easter lily looks asleep. (Show bulb.) At Easter time the sun says, "Wake up!" to the Easter lily, and the lily wakes up. This is the way the Easter lily looks waked up. You see how much prettier it is than when it was asleep. (Let the children examine it and smell and touch it and wonder about it.)

Now, who do you suppose sent the sun to wake up the trees and the butterflies and the Easter lilies at Easter time? It was the heavenly Father. He doesn't wish anything to sleep always.

Dear heavenly Father, we are glad for the happy Easter time, when everything wakes up. Amen.

PRAYERS FOR LITTLE CHILDREN

At Evening

Now I lay me down to sleep,
I pray thee, Lord, my soul to keep.
Thy love go with me all the night,
And wake me with the morning light.

*

"Into thy loving care,
Into thy keeping,
Thou who art everywhere,
Take us while sleeping."

*

I've had a very happy day,
And now I bow my head to pray.
Dear Father, I am glad you keep
Awake, while little children sleep.

*

All this day thy hand hath led me,
And I thank thee for thy care.
Thou has clothed me, warmed me, fed me.
Listen to my evening prayer.

— *Mary L. Duncan.*

At Morning

I waken with the morning light
That makes my room so gay and bright,
I wake and say my morning prayer.
Dear God, be near me everywhere.

*

"Father of all, to thee we bring
Our loving thanks this day,
For home and food and all good things;
Oh! bless us while we pray."

"The morning bright,
With rosy light,
Has waked me up from sleep.
Father, I own
Thy love alone
Thy little one doth keep."

*

"For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For everything thy goodness sends,
We thank thee, heavenly Father."

At Table

"God is great and God is good,
And we thank him for our food.
By his goodness all are fed;
Give us, Lord, our daily bread."

*

For all we eat and all we wear,
For daily bread and nightly care,
We thank the heavenly Father.

At Any Time

I thank thee for our happy homes,
Our father and our mothers;
And may we children be polite
And helpful to the others.

*

"May I be a little helper,
Lord, I pray,
Doing little deeds for others
Every day."

*

"For my home and friends I thank thee,
For my father, mother dear,
For the hills, the trees, the flowers,
And the sky so bright and clear."

GOOD BOOKS FOR MOTHERS

The Individual in the Making. (Chapters 3-6.) E. A. Kirkpatrick.
The Unfolding Life. (Chapters 1-4.) Antoinette Lamoreaux.
Love and Law in Child Training. Emilie Poulsson.
Child Nature and Child Nurture. Edward Porter St. John.
Children's Ways. James Sully.
As the Twig Is Bent. Susan E. Chenery.
Notebook of an Adopted Mother. Eleanor Davids.
A Study of Child Nature. Elizabeth Harrison.

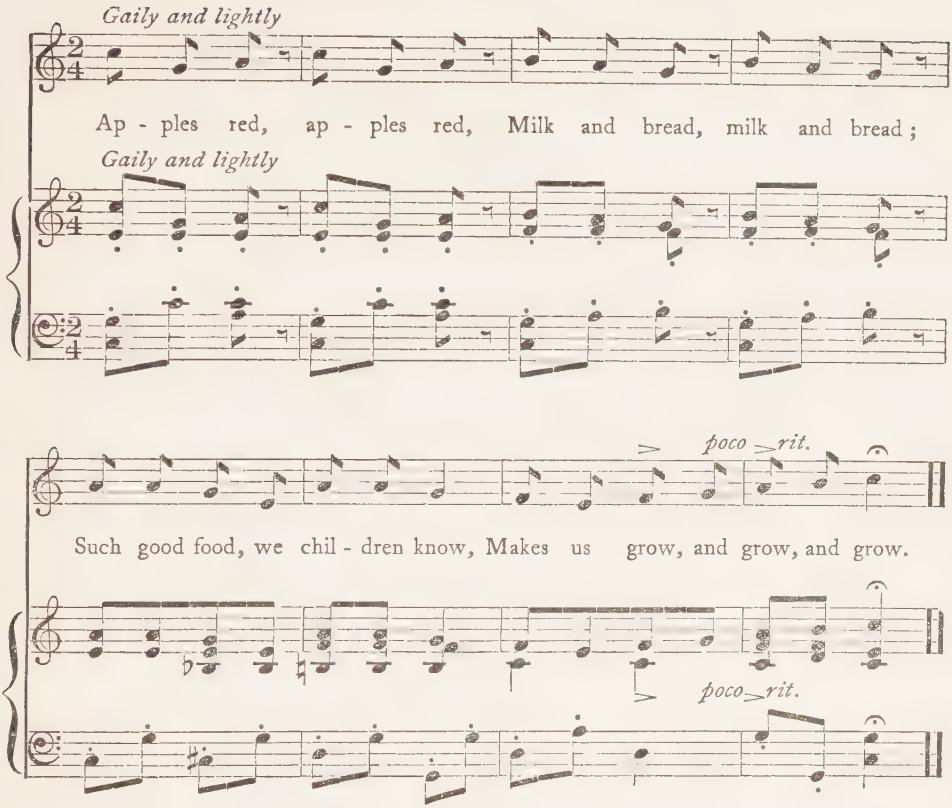
SONG BOOKS

Songs for Little People. (Selected.) Danielson and Conant.
The Children's Year. Grace W. Conant.

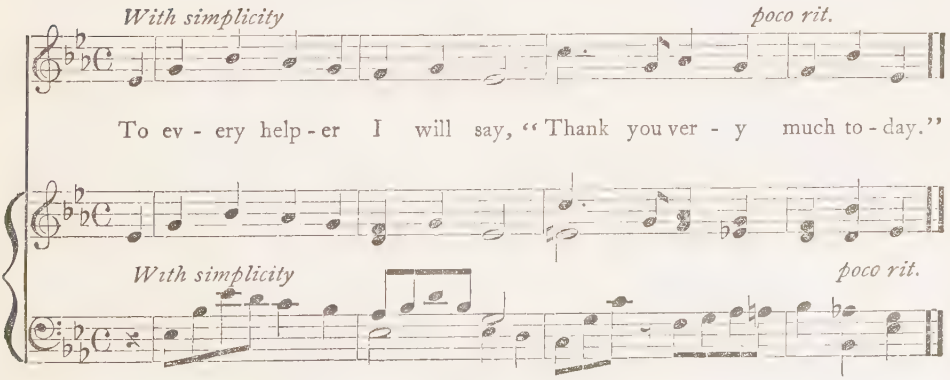
FIRST STORIES FOR CHILDREN

Nursery Rhymes and Mother Goose.
How to Tell Stories to Children. (Chapter 2.) Sara Cone Bryant.
Stories to tell to Children. (Selected.)
The Tale of Peter Rabbit. Beatrix Potter.
A Story Garden for Little Children. Maud Lindsay.

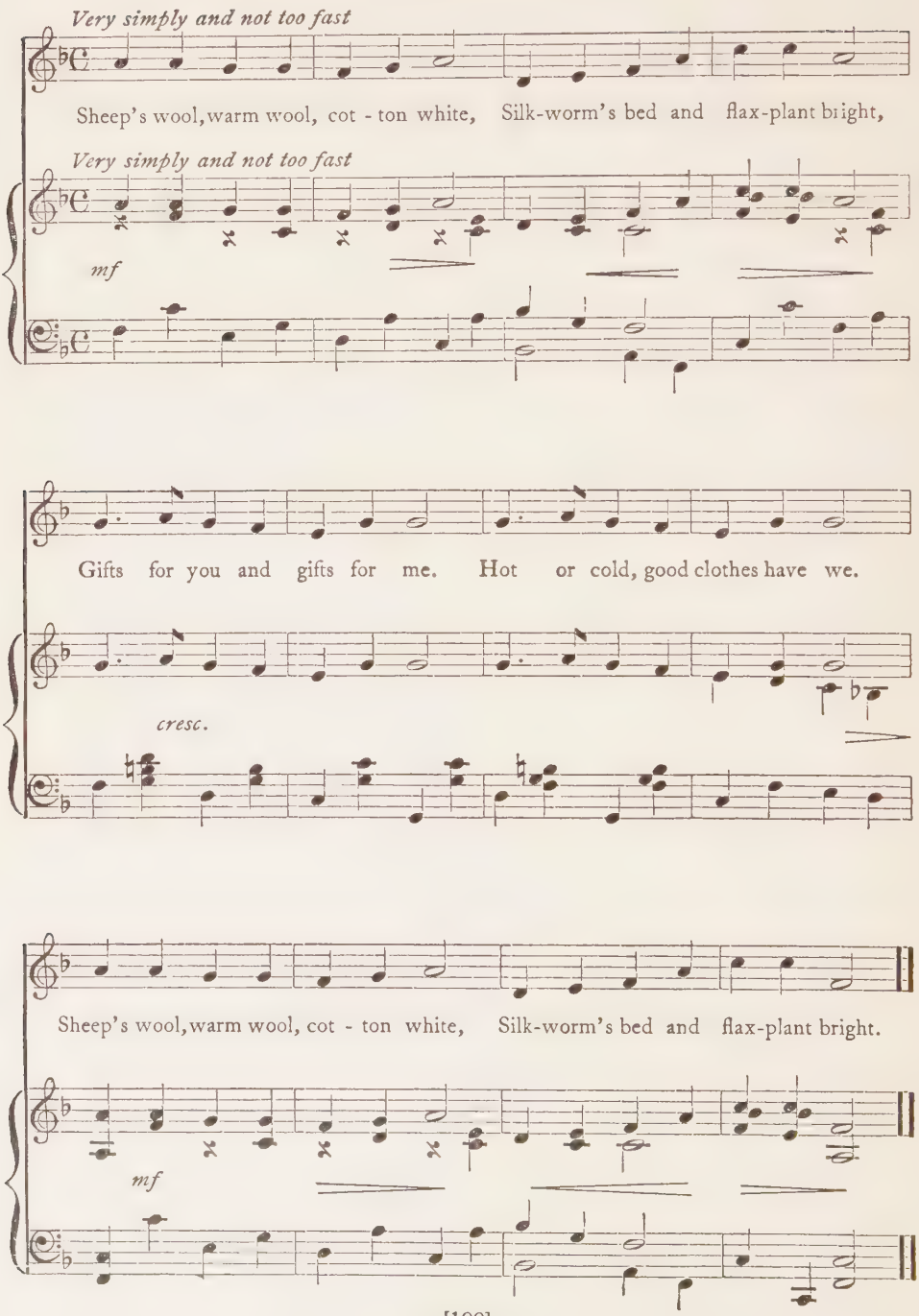
SONGS

Song of the Children's Food

Gaily and lightly
Ap - ples red, ap - ples red, Milk and bread, milk and bread;
Gaily and lightly
poco rit.
Such good food, we chil - dren know, Makes us grow, and grow, and grow.
poco rit.

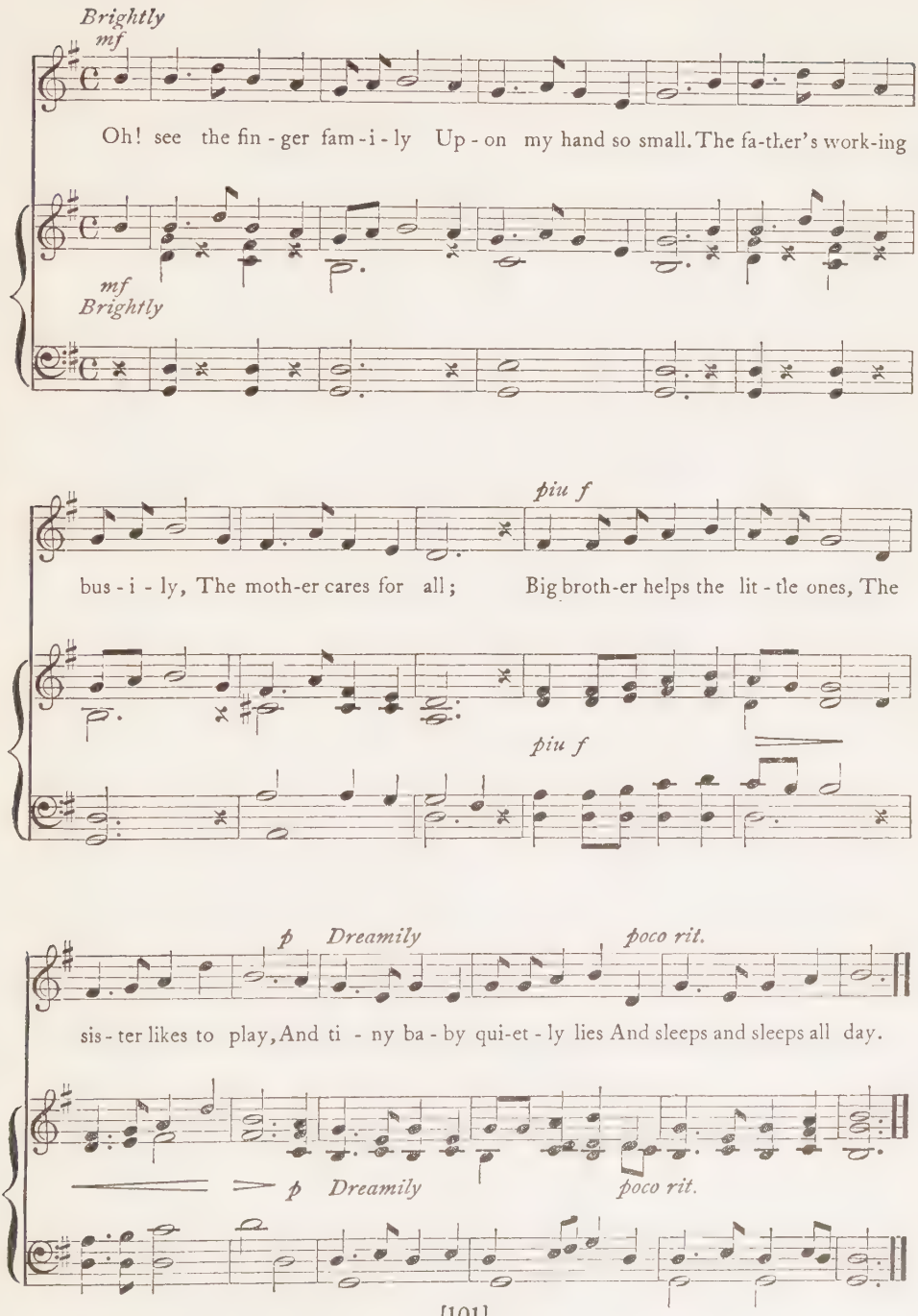
Thank You Song



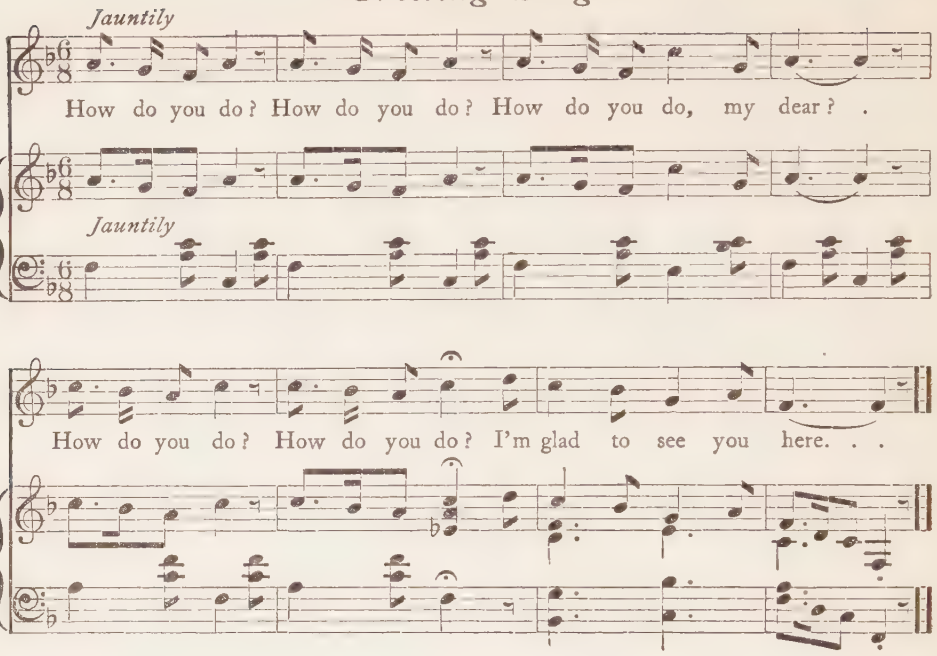
Song of the Children's Clothes


Very simply and not too fast
Sheep's wool, warm wool, cot - ton white, Silk-worm's bed and flax-plant bright,
Very simply and not too fast
mf
Gifts for you and gifts for me. Hot or cold, good clothes have we.
cresc.
Sheep's wool, warm wool, cot - ton white, Silk-worm's bed and flax-plant bright.
mf

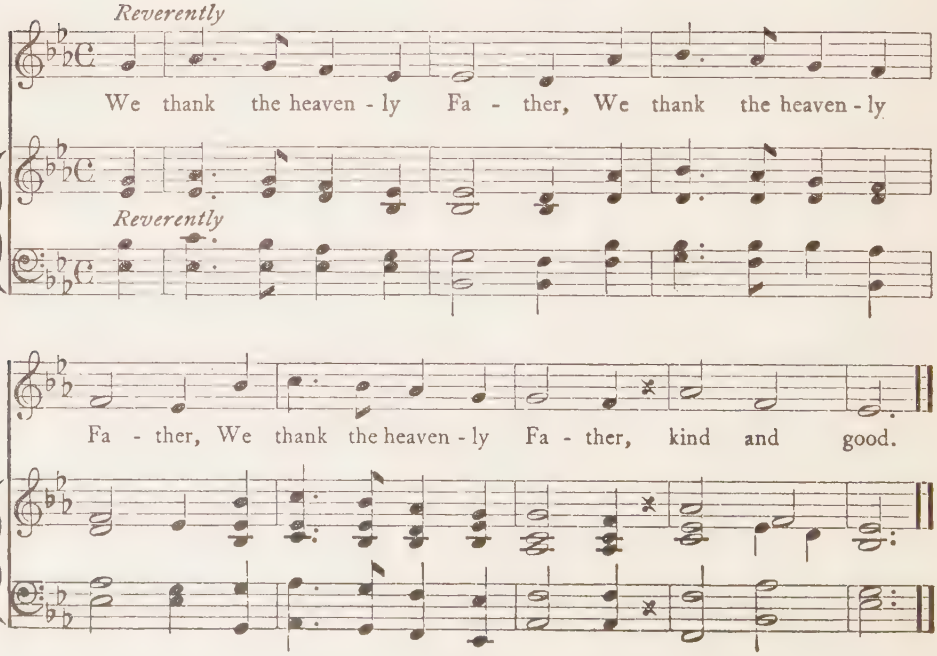
Finger Family Song


Brightly
mf
Oh! see the fin - ger fam - i - ly Up - on my hand so small. The fa-ther's work-ing
mf
Brightly
piu f
bus - i - ly, The moth-er cares for all; Big broth-er helps the lit - tle ones, The
piu f
p
Dreamily
poco rit.
sis - ter likes to play, And ti - ny ba - by qui-et - ly lies And sleeps and sleeps all day.
p
Dreamily
poco rit.

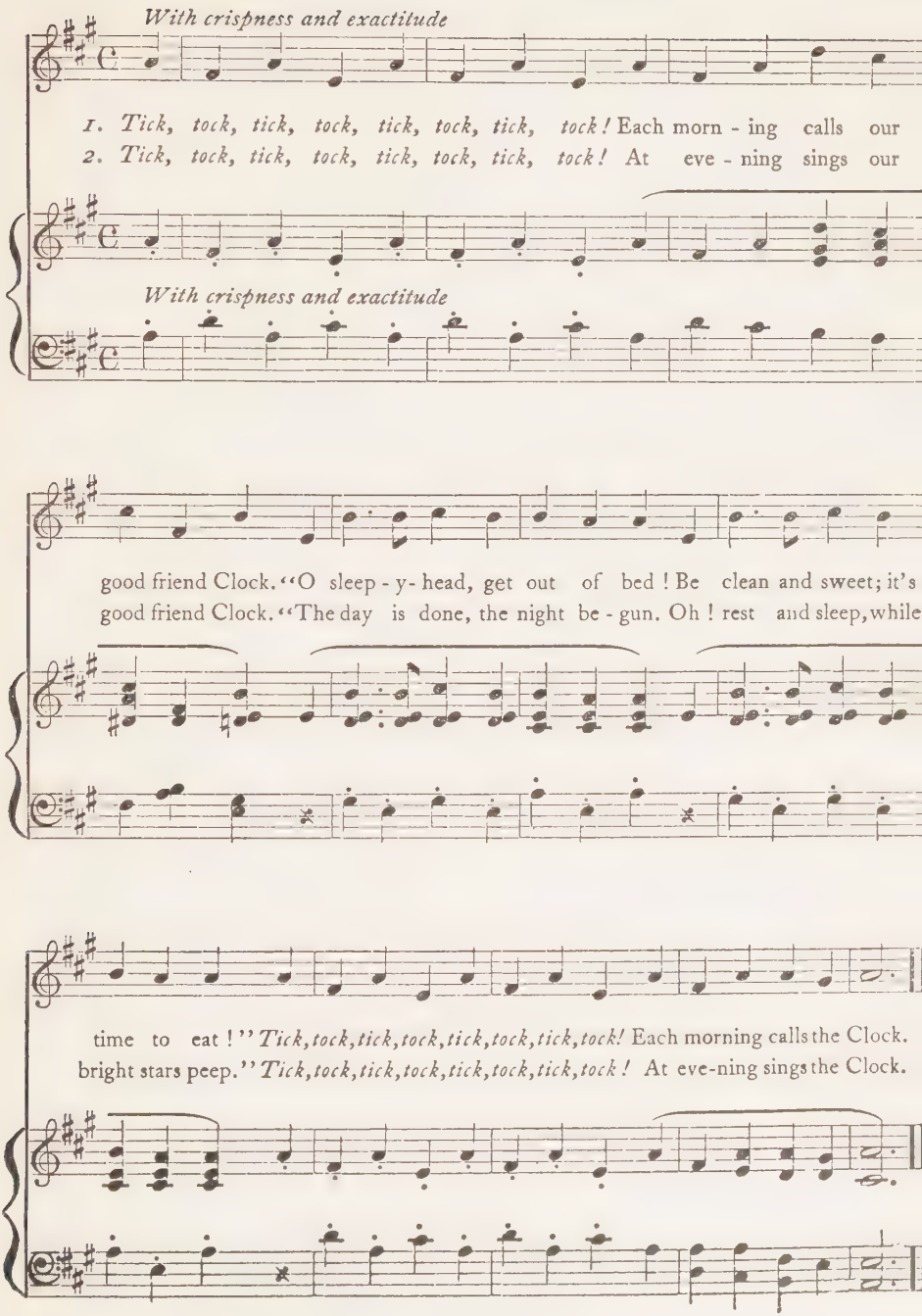
Greeting Song



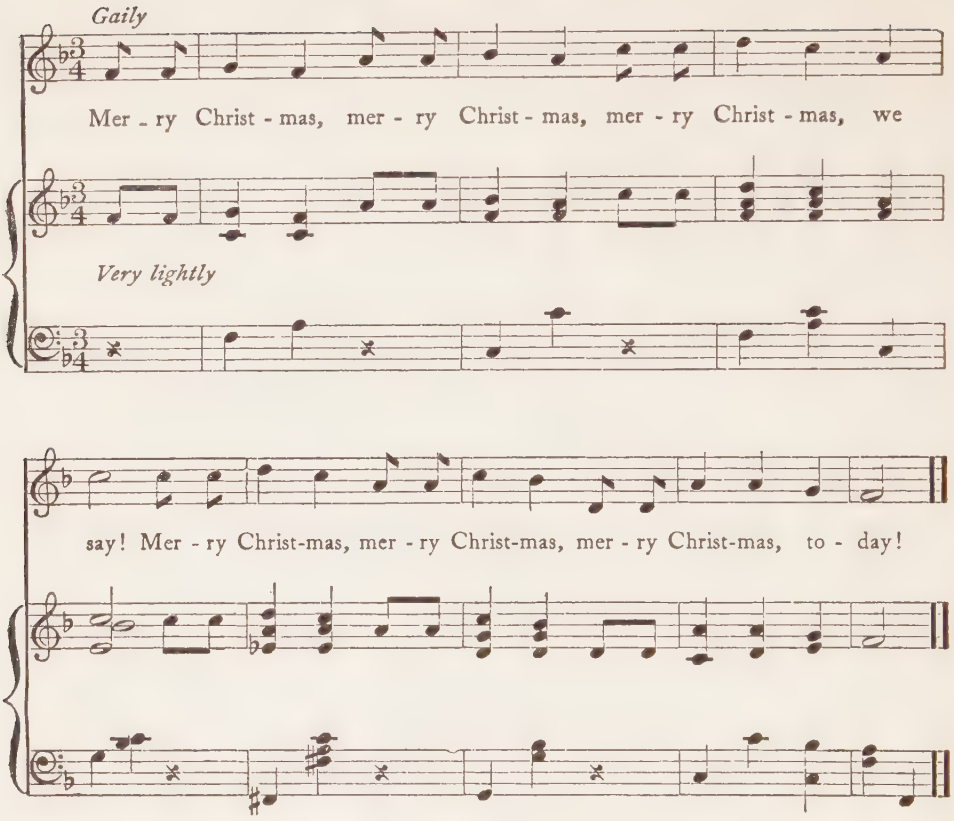
Praise Song


Reverently
We thank the heaven - ly Fa - ther, We thank the heaven - ly
Reverently
Fa - ther, We thank the heaven - ly Fa - ther, kind and good.

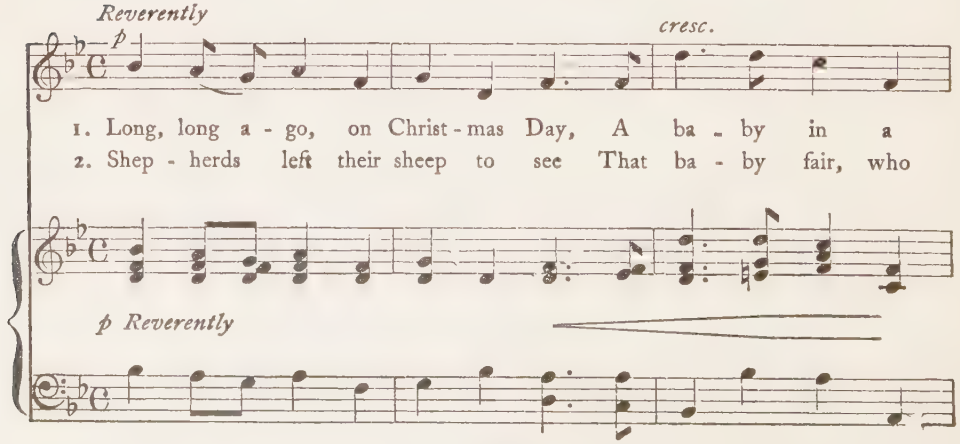
Clock Song


With crispness and exactitude
1. Tick, tock, tick, tock, tick, tock, tick, tock! Each morn - ing calls our
2. Tick, tock, tick, tock, tick, tock, tick, tock! At eve - ning sings our
With crispness and exactitude
good friend Clock. "O sleep - y- head, get out of bed ! Be clean and sweet; it's
good friend Clock. "The day is done, the night be - gun. Oh ! rest and sleep, while
time to eat !" Tick, tock, tick, tock, tick, tock, tick, tock! Each morning calls the Clock.
bright stars peep." Tick, tock, tick, tock, tick, tock, tick, tock ! At eve-ning sings the Clock.

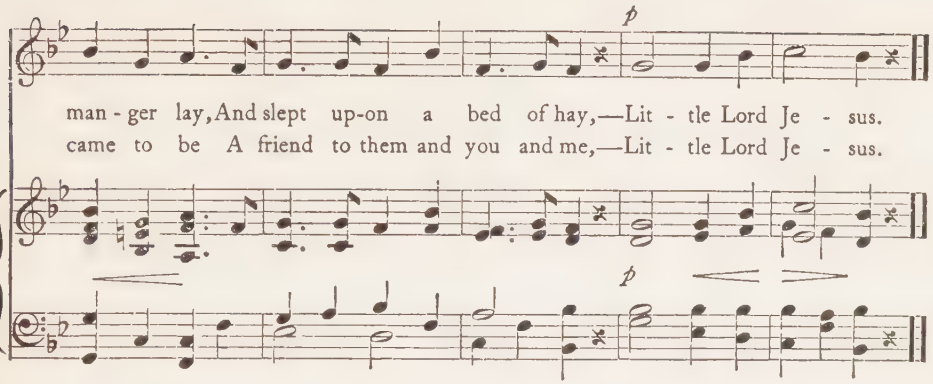
Merry Christmas


Gaily
Mer - ry Christ - mas, mer - ry Christ - mas, mer - ry Christ - mas, we
Very lightly
say! Mer - ry Christ-mas, mer - ry Christ-mas, mer - ry Christ-mas, to - day!

Little Lord Jesus

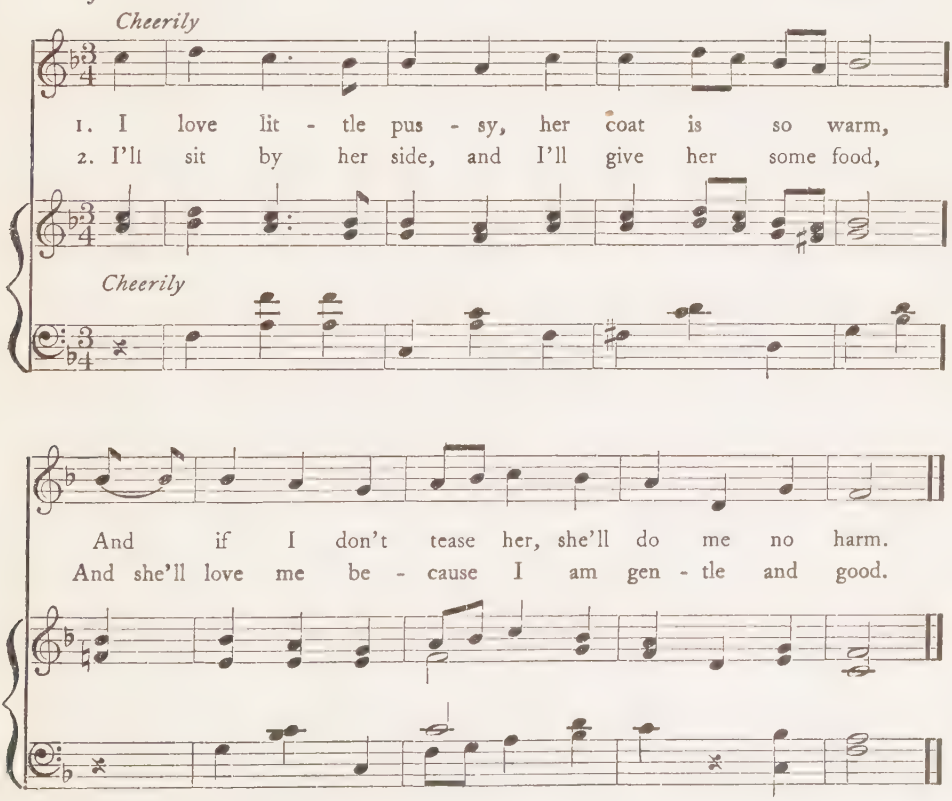

Reverently
p
cresc.
1. Long, long a - go, on Christ - mas Day, A ba - by in a
2. Shep - herds left their sheep to see That ba - by fair, who
p Reverently

Little Lord Jesus

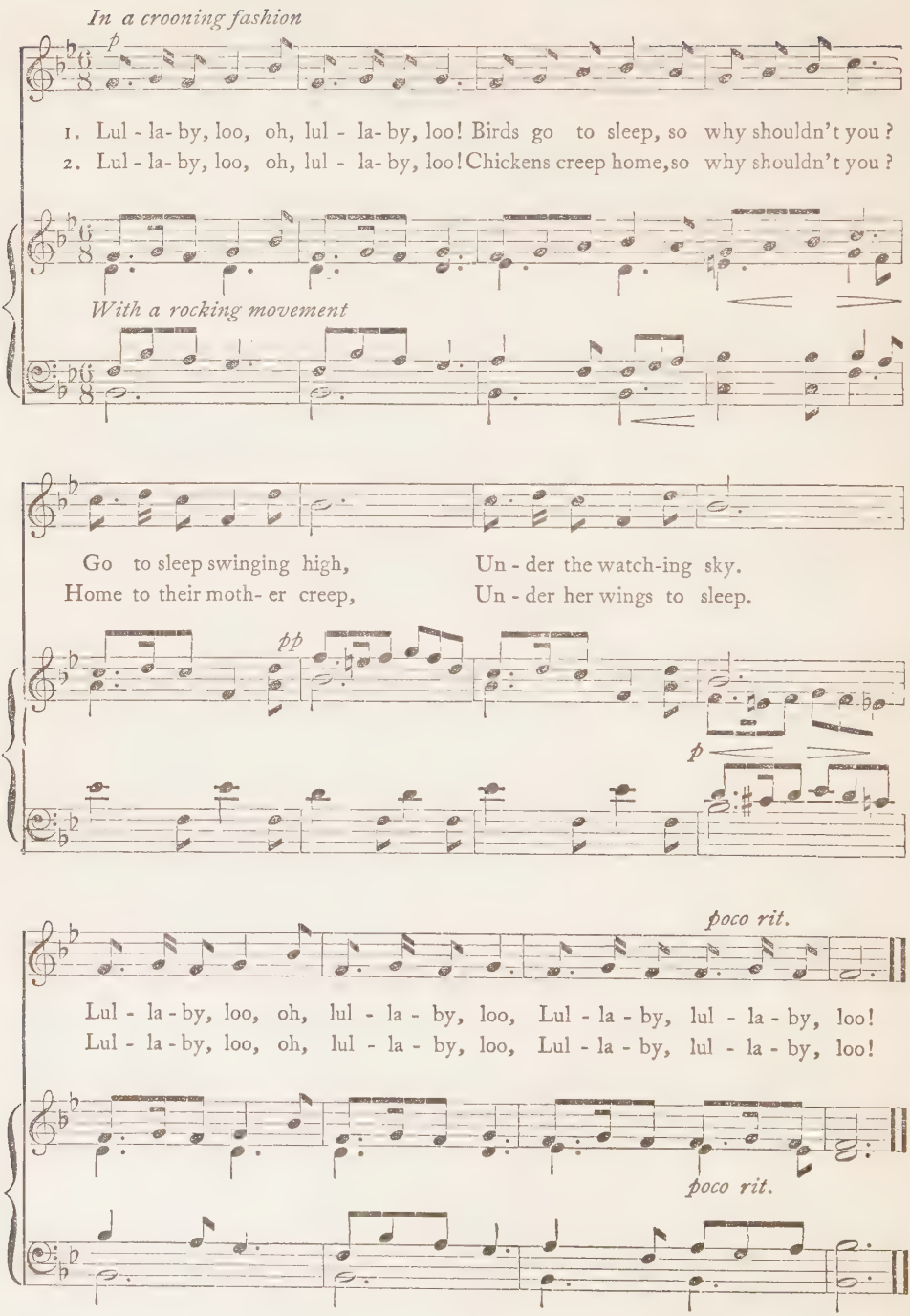


I Love Little Pussy

JANE TAYLOR — Arr. from E. SILCHER


Cheerily
1. I love lit - tle pus - sy, her coat is so warm,
2. I'll sit by her side, and I'll give her some food,
Cheerily
And if I don't tease her, she'll do me no harm.
And she'll love me be - cause I am gen - tle and good.

Music used by permission of the Kindergarten Review

A Lullaby

In a crooning fashion
p
1. Lul - la- by, loo, oh, lul - la- by, loo! Birds go to sleep, so why shouldn't you?
2. Lul - la- by, loo, oh, lul - la- by, loo! Chickens creep home, so why shouldn't you?
With a rocking movement
Go to sleep swinging high, Un - der the watch-ing sky.
Home to their moth- er creep, Un - der her wings to sleep.
pp
p
poco rit.
Lul - la - by, loo, oh, lul - la - by, loo, Lul - la - by, lul - la - by, loo!
Lul - la - by, loo, oh, lul - la - by, loo, Lul - la - by, lul - la - by, loo!
poco rit.

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